

SANTA MONICA COLLEGE

SMC  
EGC

# Fall 2021 Overview

EGC Co-Leads:

Drs. Chanté D. DeLoach & Tyffany Dowd



# EGC Training Outcomes

- Faculty will critically analyze their personal beliefs, behavior, and pedagogical practices in order to cultivate an equity-centered learning experience for African American and Latinx students
- Faculty will use culturally responsive strategies to develop an environment of belonging and sense of community for African American and Latinx students
- Faculty will integrate Culturally Responsive, AntiRacist, + Trauma-Informed pedagogies to foster student engagement and promote successful completion for African American and Latinx students
- Faculty will develop course specific methods for intervention and student retention of African American and Latinx students

# Multi-Dimensional Learning Design

## Faculty Lifelong Learning Communities (All Faculty Participants)

- Using internal + external speakers, faculty will learn best practices, practical teaching strategies, & ways to advance equitable learning outcomes for AfAm + Latinx students

## Virtual Learning Communities (Canvas)

- Virtual learning communities will offer guided prompts for design and implementation, develop knowledge communities, best practices, and an evolving culture of evidence for their respective departments.

## Equity to Action Groups (EtAGS- Department Small Groups)

- ETAGS consist of small groups of faculty who will collectively immerse in discipline specific guided reflections, course revisions, CRP, and student support. **Designated Chairs EtAG.**

## Equity Coaches

- Equity coaches will learn the EGC model, principles of equity, effective methods of group facilitation, and difficult dialogue.

## Individual Professional Development + Course Revisions

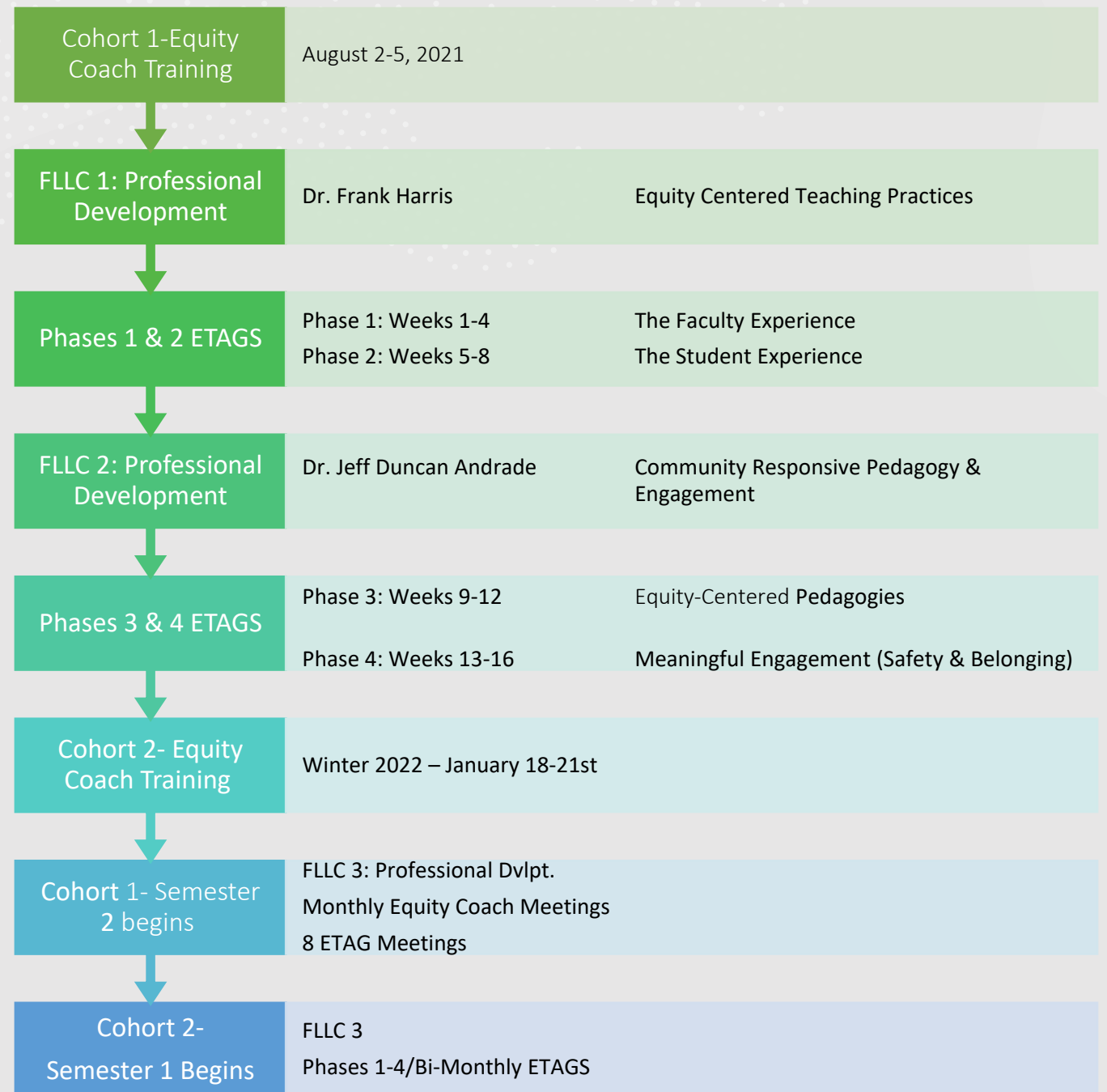
- Revisions of course, syllabus, classroom practices, assessments, assignments, and support.

# EGC: Cohort 1

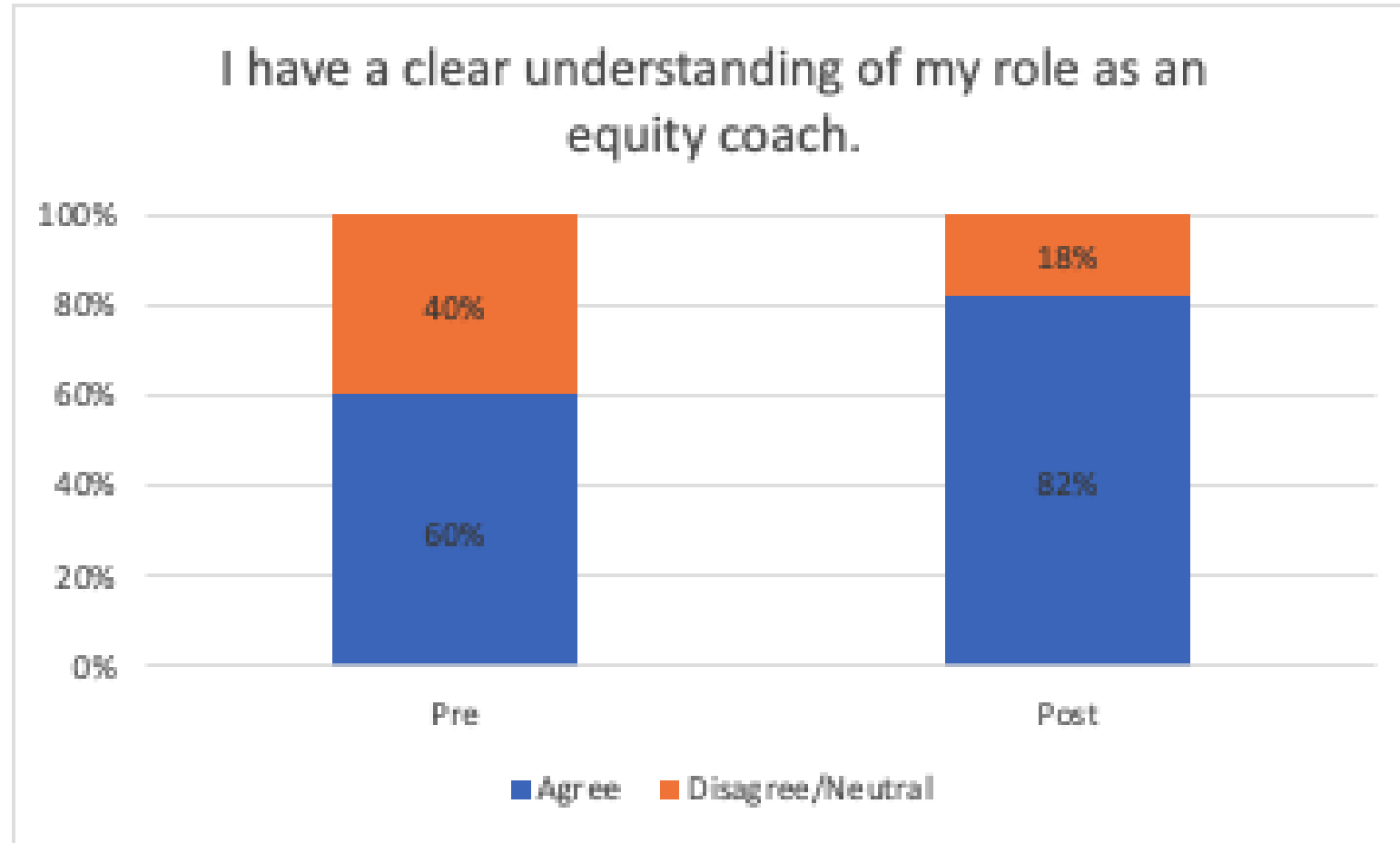
Department	Faculty Registered
Math	29
Art	22
English	18
Photo/Fashion	17
Earth Science	15
Music	14
Physical Sciences	13
Life Sciences	10
Cosmetology	6
Design Technology	4
Grand Total	148

Faculty Position	Number Registered
Part time, associate	47
Part time, non-associate	44
Full time, tenured	41
Full time, probationary	9
Department Chair	7
Total	148

# EGC Cohort 1 Timeline



# Equity Coach Training: Cohort 1



# Equity Coach expectations (pre) and (post) results training session

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## Connection

Pre	Post
Connections to people outside of my department and equitable facilitation skills.	* Knowing that I have a community that I can get help from.
A closer connection to other faculty members doing this work so as to learn from them and have others on campus to trust and confide in.	Feeling as part of a community with my cohort
Get to know other colleagues who are concerned about addressing equity in our teaching practice and how to create a great learning community in my course	A sense of partnership and community, and tangible tools to navigate difficult conversations.

# Equity Coach expectations (pre) and (post) results after training session

## INFORMATION

Pre

Post

Information on what we want to achieve, what is our goal. How to manage discussions amongst faculty on how to get there.

Self Assessment and understanding the dynamics of establishing equity educational guidelines.

A deeper awareness of equity issues in the classroom.

1. There are many kinds of resisters

I'd like to know best practices for empowering others to have a voice for equity, as well as ways to mitigate conflict.

1. A model of how to negotiate/facilitate an equity meeting, especially some specific language to use with my colleagues.

2. A reminder that I do not have to be an expert, and can be honest and humble in bringing my own process and questions to the group.

A better understanding of myself

This is a very difficult subject matter, the problems are very real and the solutions will be as difficult to achieve.

I learned that it is important to know that we are not experts in equity and that it is a group learning process.

Good to understand how listening and being aware is possibly more important than getting the message across.

How debate can lead to power dynamic struggles and discussion around types of resistance.

# Equity Coach expectations (pre) and results (post) after training session

## Skills

Pre	Post
1) Help with managing various scenarios that might arise among colleagues--specific language, strategies, etc.	2. Various methods of transforming resisting communication into productive, inclusive communication. (As demonstrated by Chante in the role play.)
Learning strategies to improve the dynamic and equity practices in my department. Learning how to work with faculty.	* How to better facilitate discussions of difficult topics.
How to deal with emotional aspect of having some of these difficult conversations.	I really appreciated how Chantee and Tyffany organized the week to focus on ourselves and how to get more comfortable with the difficult conversations.
How to deal with individuals that may or may not see the problems, but simply don't want to take action (i.e. are not open to any change).	Watching Chante navigate the room during the role-playing activity was really useful in remembering to stay calm, focused, and centered on the topic. It was also very helpful to learn about and practice resistance roles.
how to be more cognizant of who and what are students are and how to address those issues.	Strategies for dealing with people who falsely say "data doesn't support equity." Also, how to facilitate the equity groups with our departments.
How can we get this interpersonal information	
2. Tools for facilitating difficult discussions with colleagues and students.	
Strategies for leading and facilitating conversations on racial equity. Specific strategies when conversations get stuck in the weeds.	

# Mid-Semester Professional Speakers

- FLLC 1: Dr. Frank Harris III
- FLLC 2: Dr. Jeff Duncan Andrade



# Midsemester Speaker Evaluation Categories

<b>Evaluation Category</b>	<b>Agree or Strongly Agree</b>
Knowledge of community responsive pedagogy	96.55%
How CRP can be used to advance racial equity for Black and Latinx students	96.55%
Ways to use CRP to engage with Black and Latinx students	79.31%
Ways to make curriculum and teaching more relevant and engaging for students	75.86%
How to shift academic and department culture that is resistant to change	82.76%
Role of faculty in promoting wellbeing for students	96.55%

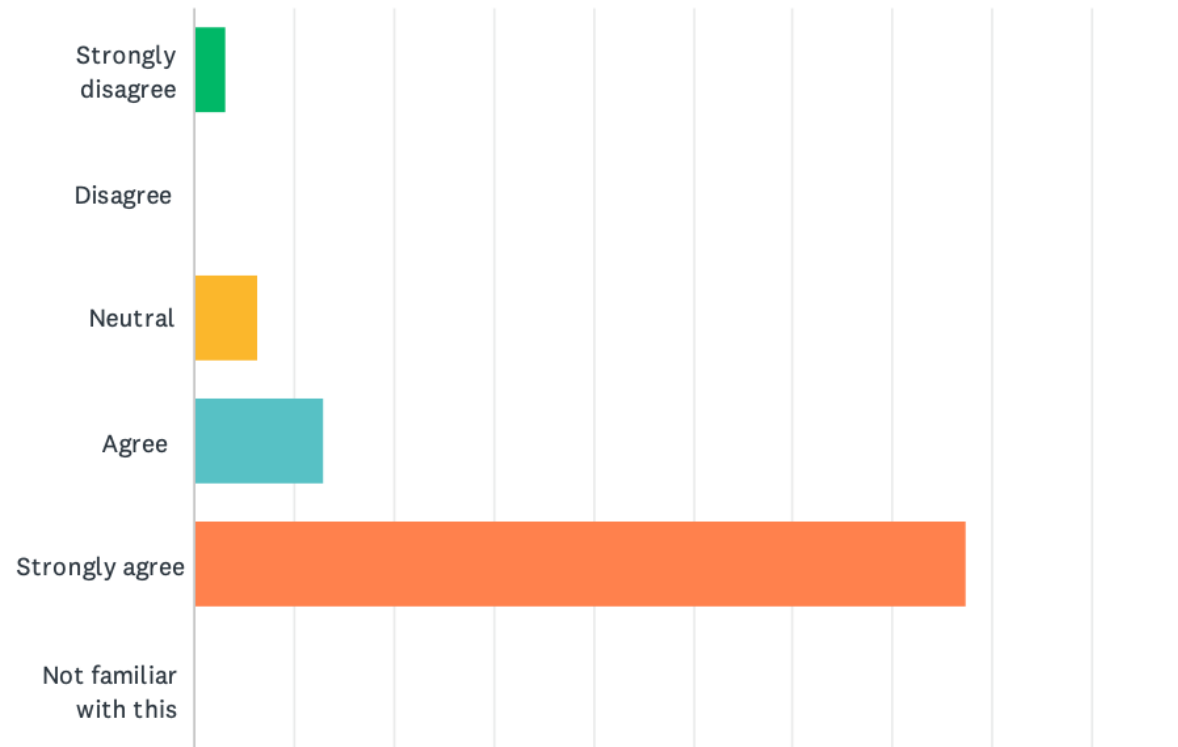
# Midsemester Speaker Evaluation

	<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>NEUTRAL</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
Event met my expectations	1	0	0	6	22
Topics were useful	1	0	0	6	22
The discussion was rich and meaningful	1	0	0	6	22
I am willing to attend future events similar to this	1	0	0	2	22

# EGC Midterm: Equity Coach Feedback

Q2 Our Equity Coach has been useful for our group meetings.

Answered: 31 Skipped: 1



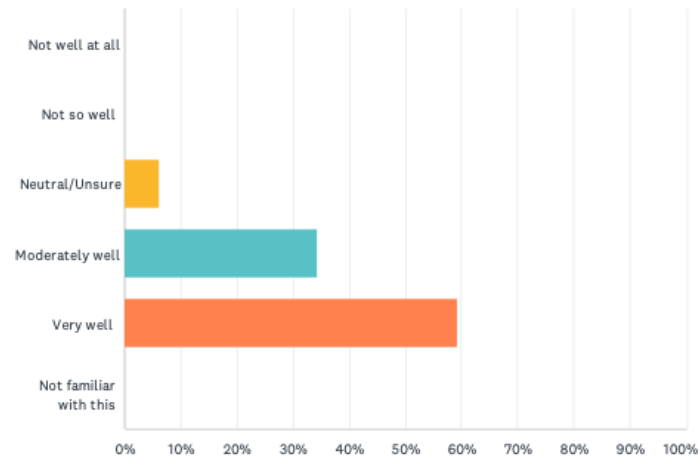
# Midsemester Survey Results

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# EGC Midterm Feedback-Phase 1 & 2/ETAG Experience

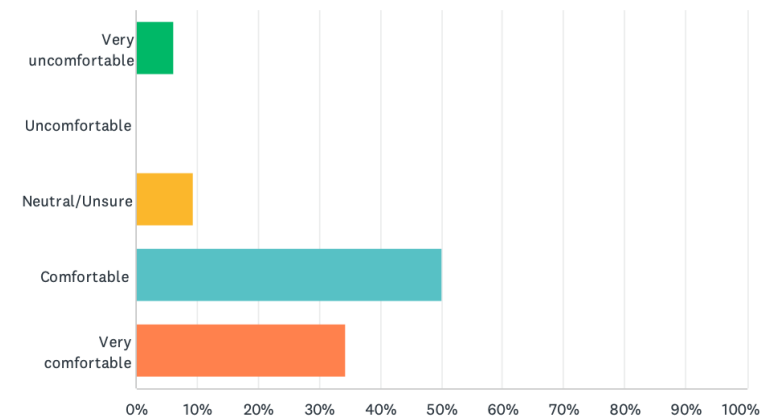
**Q3 How well do you feel your group is progressing through the EGC phases (e.g., Phase 1: The Faculty Experience, and Phase 2: The Student Experience?)**

Answered: 32 Skipped: 0



**Q4 How comfortable are you, thus far, with the conversations inside your group around equity issues?**

Answered: 32 Skipped: 0



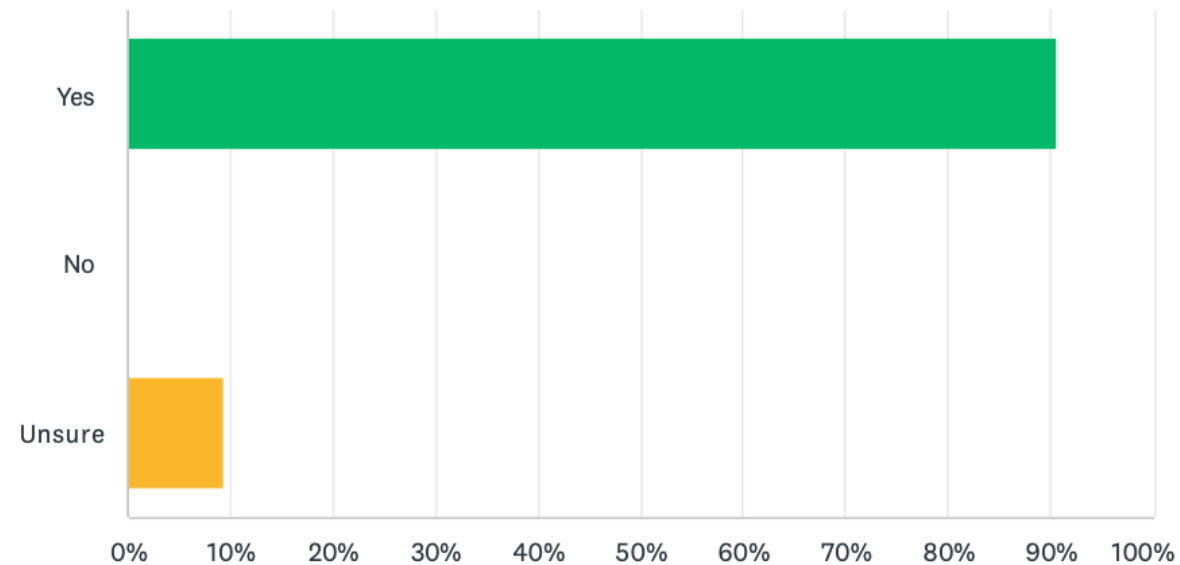
# Cohort 1: Semester 2 Overview

- FLLC: 2 Professional Development Meetings
- Equity Coaches: monthly meetings
- ETAGS: 8 meetings
  - Revising a course (on-ground &/or online)
  - Self-assessment of progress on equity-centered professional development plan

# Participant Retention

Q7 Are you planning to continue with the EGC program in spring, 2022?

Answered: 32 Skipped: 0



# Cohort 2 Departments-Spring 2022 (95)

- Athletics-1
- Business-8
- Communication and Media-16
- CSIS-2
- Counseling-8
- Dance-1
- Education/ECE-3
- English-7
- ESL-3
- Health Sciences-2
- History-5
- Kinesiology-4
- Library-1
- Math-3
- Philosophy & Social Sciences-11
- Psychology-9
- Theatre Arts-5

# Next Steps + Support

- Continued program evaluation
- Integration of data for program improvement
- Speakers
  - Adequate funding to support robust speaker series
- Continued recruitment of faculty



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Questions?

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