**Equity Training Workgroup**

This document provides SUJIC with the information given to and created by the Equity Training Workgroup, which began on January 29, 2021. We hope that the work of this workgroup will be affirmed, so that a pilot of the created rubric can begin in January 2022.

**Workgroup Membership**

* Academic Senate Representatives: Lesley Gale (CRC), David Lacey (FLC), Veronica Lopez (ARC), & Debra Crumpton (Co-Chair, SCC)
* LRCFT Representatives: Karla Rojas (SCC) & Kalinda Jones (Co-Chair, FLC)
* Management Representatives:  Tadael Emiru (CRC) & Deborah Saks (SCC)

**Documents Included**

* Provided to the Workgroup: Equity Training Work Group (12/18/20) SUJIC General Background Information (p. 2 -3)
* Created by the Workgroup: Recommendation for Number of Hours (p. 4 -7)
* Created by the Workgroup: Professional Learning Rubric (p. 6 - 10)
* Provided to the Workgroup: Memorandum Of Understanding: Equity Workgroup November 6, 2020 (p. 11)

**EQUITY TRAINING WORK GROUP (12/18/20)**

**SUJIC General Background Information**

**Background**

During negotiations for the 2020-2023 LRCFT Collective Bargaining Agreement, the LRCFT and the District signed an MOU to explore the possibility of mandatory equity training for all faculty. The Equity Training Work Group will be charged with examining logistics, applicability across the district, creating a mechanism for identifying trainings that fulfill requirements, and number of hours that would be either carved out of college service or compensated.

During negotiations, the union held to two major principles with regards to Professional Development. These principles will remain unchanged as part of this work group.

1. Professional Development is purview of the Academic Senate
2. Administration cannot direct faculty service or in this case what trainings an individual participates in.

**Appointees:**

* Each college’s Academic Senate has 1 appointee, with one appointee acting as co-chair
* LRCFT has 2 appointees total
	+ 1 of our appointees will co-chair
	+ LRCFT intends to appoint 1 individual from CRC or FLC and 1 individual from ARC or SCC.
* LRCCD has 2 appointees total

**Group Tasks:**

* Identify the number of hours to dedicate per semester, academic year, or fiscal year for mandatory equity training.
	+ Consideration 1: We may want to use ‘fiscal year’ so that it aligns with how college service is done.
	+ Consideration 2: Hours will most likely be carved out of service. The number of hours should take into account the ability of each college to fulfill shared governance and other Academic Senate work.
* Creation of rubric(s) for evaluating if a training will count towards meeting the mandatory equity training obligation.
	+ Consideration 1: Trainings may be internal or external to LRCCD. Types of trainings may vary based on discipline or area.
	+ Consideration 2: Do trainings need to be pre-approved?
* Logistics
	+ Who/what group on each campus will evaluate the trainings for inclusion?
	+ Is there a maximum number of hours a person can claim for a training?
	+ What ‘proof’ will be required?

**Timeline**

* Group will begin work by the first week of February 2021. Per the MOU, the work will be adopted and negotiated by the end of the Fall 2021 semester.
* The mandatory training must first be vetted through the Academic Senate processes.
* Once approved by Senate, the LRCFT and LRCCD will negotiate an MOU.
	+ This will include carve out, compensation, and any implications towards performance review

**Proposed Time (The Committee has discretion and can alter this to meet their needs)**

Spring 2021

* Meet twice a month from February through May. Each meeting will be 2 hours. (16 meeting hours)
* Allocate another 10-16 hours during this time period for “homework”
	+ Homework might include: research, writing drafts, faculty engagement

Fall 2021

* Finalize proposal in early September, if it has not already been completed (5 hours)
* Run through the Academic Senate process – may require presentations from members of the committee (5 hours)
* Revisions to proposal (5 hours)
* Gain Senate approval by Thanksgiving
* Union and LRCCD will negotiate an MOU by end of the semester

**Recommendation for Number of Hours**

This Equity Training Workgroup recommends that 10% of faculty college service be focused on equity-minded anti-racism learning. This recommendation hinges on defining professional learning broadly, as described in the following California Academic Senate-approved paper: *Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success* *https://drive.google.com/file/d/1m2rKseUazTtx4sRn9QGzSyvtO4X5O9NG/view*

**Breakdown of hours**

* 10% of college service = an average of 30 minutes a week (averaged over the work year)
* The graphs below represent the way that this proposal will impact the overall professional responsibilities of faculty. The pie graphs are based on 4.6 – 4.8 of the 2021-2023 Collective Bargaining Agreement between LRCCD and LRCFT.

NOTE- This Equity Training Workgroup acknowledges that without additional compensation, part-time faculty will not be provided with time, space, and compensation to invest their labor in equity-minded anti-racism learning work. We also acknowledge that many part-time faculty actively engage in equity-minded anti-racism learning work without compensation.

**Pilot Professional Learning Rubric**

TITLE:Los Rios Academic Senate Faculty Professional Development: Equity-Minded Faculty Learning

Los Rios definition of equity: Recognize and manage biases and assumptions that negatively impact motivations, opportunities, or accomplishments of historically marginalized groups and individuals.

Purpose: Through self-assessment, using the checklist shown on the next page, assess how well the learning activity (e.g., video, book, workshop, TED talk, movie, article, change in teaching practice, evaluation of teaching practice, etc.) met the definition of equity as stated above.

Instructions: This form needs to be completed for each professional learning activity that meets the criteria of equity. Referring to the Likert scale shown in the chart below, indicate your assessment of the professional learning activity. Then, respond to the three critical reflection questions at the end of the checklist.

Professional learning activity (Title, presenter/author): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of time (length of time for the professional learning (PL) activity): \_\_\_\_\_\_

|  |
| --- |
| **The professional learning activity,** |
| **Topics** | **Strongly disagree (1)** | **Disagree (2)** | **Agree (3)** | **Strongly agree (4)** |
| Addressed racial equity  |  |  |  |  |
| Addressed intersectional equity (e.g., ability, gender identity, language, religion, sexual orientation) |  |  |  |  |
| Demonstrated awareness of underrepresentation, or of differential experiences of particular groups |  |  |  |  |
| Addressed beliefs, values and/or attitudes related to equity |  |  |  |  |
| Recognized and analyzed power structures, privilege,  bias, prejudice, and/or discrimination  |  |  |  |  |
| Challenged the status quo (de-centered whiteness) |  |  |  |  |
| Identified conclusions with supporting data and information  |  |  |  |  |
| Suggested applications of concepts related to relevant theories and data |  |  |  |  |
| Provided time for collaborative learning |  |  |  |  |
| Provided equity strategies that can be implemented in or outside of classroom |  |  |  |  |
| **As the learner,** |
|  | **Strongly disagree (1)** | **Disagree (2)** | **Agree (3)** | **Strongly agree (4)** |
| I can remember or understand the content |  |  |  |  |
| I can apply the content to my work |  |  |  |  |
| I can use the content to evaluate my practice   |  |  |  |  |
| I can implement the content by creating changes to my practice |  |  |  |  |
| I can assess changes I make to my practice |  |  |  |  |
| I can engage in ongoing critical reflection |  |  |  |  |

**Critical Reflection Questions**

1. How did the training/content make you feel?
2. What new, if any, awareness did it create or stimulate?
3. How were you inspired to make changes to your practice or work norms?

**Memorandum of Understanding**

**Equity Workgroup**

**November 6, 2020**

**Background**

In response to growing faculty interest in improving their understanding of equity and LRCFT and LRCCD’s shared interest in promoting that work, the groups will explore the creation of a required equity training program which could be included in section 4.1.4 of the collective bargaining agreement. While the parties did not reach agreement during negotiations, both sides remain committed to exploring the option in partnership with the Academic Senate.

**Intent**

The LRCFT and LRCCD, in partnership with Academic Senate, will convene a workgroup charged with developing a program for mandatory equity-related professional development.  The group will develop a structure for this program, including establishing the required number of equity training hours per year, a system for identifying eligible internal and external anti-racism/equity-related trainings, workshops, and/or conferences for all faculty disciplines, and other logistical and budgetary considerations.   The parties intend to integrate the mandatory equity training into a future MOU and collective bargaining agreement if the program is feasible. Any hours related to the required anti-racism/equity trainings will be carved out of College Service hours.

**Agreement**

The LRCFT and LRCCD, in partnership with the Academic Senate, will convene a workgroup tasked with exploring the creation of a mandatory anti-racism/equity-related professional development program.  This committee will convene in February 2021 and be charged with developing recommendations by the end of the Fall 2021 semester that will be vetted through Academic Senate processes and forwarded to the Union and District to negotiate possible inclusion in an MOU and the 2023-2026 collective bargaining agreement.  If the committee successfully develops the mandatory equity-related professional development program before the 2023-2026 negotiation cycle, the parties agree to use best efforts to try to incorporate the anti-racism/equity training pilot program into the collective bargaining agreement by an MOU no later than the end of Fall 2021.  The committee will be composed of a faculty member appointed by each campus’s Senate, two union appointees, and two LRCCD appointees.

For the LRCFT                                                     For the District

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