Planting Seeds for a Culture of Equity with a New Faculty Professional Learning Institute

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What is the purpose of employee socialization activities & training (aka onboarding)?

“The individual acquires the knowledge and skills, the values and attitudes, and the habits and modes of thought of the organization to which he now belongs” (Bragg, 1976, p. 3).

If individuals are not able to socialize themselves so that they fit into the culture, then they fail.
Socialization involves a give-and-take where new individuals make sense of an organization through their own unique backgrounds and the current contexts in which the organization resides.

Culture is not so much the definition of the world as it is, but rather a conglomeration of the hopes and dreams of what the organizational world might be.

If the organizational culture itself needs to change, then how might we reconfigure socialization processes?

• 55 new FT faculty hired
• Almost 15% of the total FT faculty at the college
• Existing format: one year, every other Friday seminar with lots of guests and sharing of information

• New format would include a 90-minute “Equity Community Session”
This will require more than changing the topic on the PowerPoints

- Student Panels
- Directed Table Dialogues
- Mini Presentations
- Problem Solving Activities
- Case Study Analyses
- Field Experiences
- Hands-on Workshops
- Inquiry Projects

- Frequent Assessment
Why We Drop: Strategies for Improving Early-term Retention

- **88%** "thought or felt differently" about their role in retention because of the student panel
- **67%** intended to make modifications to improve retention in their courses
- **39** examples of specific changes that occurred were captured, including **30 distinct new tools or strategies** that were employed
I shared my story of why I was in this field

I go in front of the podium now so I’m closer to them - I actually saw them relax when I did this!

Got in a circle and talked through the syllabus

*Played music as they entered*

*Smiled a lot more*

Softer off the bat – not scaring students off

*Stressed positive tools in the syllabus*
Equity Faculty Professional Development Outcomes

ASSESSMENTS

- Quick check & short activities
- Observations
- Traditional surveys
- Pair share
- Capstone

What are we measuring?
- Distinguish between concepts of equity and equality

- Identify five or more campus equity programs and list one key service for each program

- Engage in dialogue and/or planning with other faculty colleagues about the Mt. SAC equity plan and/or its goals

- Connect their role to achievement of campus student equity goals
Equity Faculty Professional Development Outcomes

Personal Impact

- Report an increase in empathy for challenges of one or more student equity populations
- Report an increase in motivation to close achievement gaps through their work in and/or out of the classroom
- Report improved confidence in their personal cultural competence
- Report improved competence as “allies” of one or more equity populations/groups
• Refer students to appropriate equity programs, services & courses

• Utilize improved intercultural communication strategies in interactions with students and/or colleagues

• Report implementation of specific student learning strategies to improve success of equity students

• Assess and reflect upon effectiveness of specific student learning strategies that have been implemented
Pair Share Activity

Focus A: Mt. SAC Equity Plan
1. What, if anything, is the difference between equity and equality?

2. List as many campus equity activities or initiatives as you can in the next 2 minutes.

   a. What is your role in the achieving the campus equity plan?

3. Foster youth students have a degree or certificate completion that is 20% below other students within the equity group demographics. How does this affect students and society as a whole?
| 17. | Equity is ensuring access to all based on what they need | All people are treated the same |
| 23. | • Equity = everyone gets what they need in regards to their situation  
   Example: Equity: Everyone gets the same sweater but in their size | • Equality = everyone gets the same thing  
   Example: Equality: Everyone gets the same sweater in size large |
| 25. | I don’t know what equity is | [Blank] |
Equity Capstone

A culminating assignment that should reflect a synthesis of learning activities completed during the program. It may or may not involve a formal research paper but each project must include a short (1-2 page) written individual reflection paper.
Some Final Data

- 97% found the NFS Equity Community session “timely and relevant to me”
- 94% of participants ended the program “motivated to close achievement gaps through my work in and out of the classroom”
- 83% of participants referred students to one or more student equity program
- 56% completed one or more formal ally trainings
- “Seems like an important part of my job.”
- “Other faculty are asking me about equity.”
How do we overcome challenges of new faculty as research subjects?

How do we measure the impact of professional development on student achievement?