PD Equity Plan

Core PD Goals	Crosswalk between CCCCO Vision for Success and ELAC Education Master Plan	Objective What do we aim to achieve that will support the goal?	Actions & Methods How do we accomplish the objective?	Likely Institutional Agents Who will assist in accomplishing the objective?	Timeline
#1 To Engage in Equity Minded Teaching & Research	VFS- Goal #1 ELAC Ed Plan Goal #1	To increase the number of participants by 50% who are implementing a collaborative teaching culture that addresses racial and social justice issues	● New Faculty Institute ● Teaching & Learning Series ● Teaching and Learning CoP ● Faculty Summer Academy ● Annual Teaching Reflection Circles ● Happy Chats ● Book Club ● Collaboration with One Book One College (OBOC) ● Guided Pathways Classrooms ● SoTL Workshops ● Cultural Curriculum Audits ● Student Learning Outcomes Engagement and Analysis Workshops for Faculty	-PD Coordinator -OIEA & Data coaches -T&L Coordinator -GP Liaison & CoP Coordinator -Learning Assessment Outcomes Coordinators/ OIEA/ External trainers	IP IP 2020-22
#2- To engage in and achieve Equity-Minded Staff and Service Excellence	VFS Goal #5 ELAC Ed Plan Goal #2	To increase the number of participants by 25% who report they are implementing equity-minded principles and practices in support services.	● Spring Break Staff Retreat ● Equity Reflection Day ● PD Staff Subcommittee ● Vision Resource Center ● MOS Certification ● EI CoP - Equity Resources Coordination.	-PD Staff Subcommittee -Union President -PD Coordinator -PD Office	IP 2020-21

Core PD Goals	Crosswalk between CCCCO Vision for Success and ELAC Education Master Plan	Objective What do we aim to achieve that will support the goal?	Actions & Methods How do we accomplish the objective?	Likely Institutional Agents Who will assist in accomplishing the objective?	Timeline
#3-To cultivate and promote Equity Minded Activist Leadership	VFS Goal #5 ELAC Ed Plan Goal #1 & #4	To increase the overall number of participants by 20% annually who engage in equity-minded activist leadership	● California Community College Equity Leadership Alliance with USC. ● Intentional Policy Awareness & Support Workshops ● Equity Minded Practitioners (EMP) Certificate of Completion ● Annual Global Education, Equity, and Engagement Conference (AGEEE) (Initiation and planning) ● Guided Pathways CAP/PD Teams	-PD Coordinator -OIEA & Data Coaches -President's Office -Equity Leads -Equity Campus Coordinator	IP 2020-21
#4- To promote Equity Minded Community Building	VFS (Vision for Success) Goal #5 ELAC Ed Plan Goal # 3	To increase the number of participants by 25% who report participating ein sustainable, reflective practices toward a commitment to equity and social justice work that counters implicit bias and micro- and macro aggressions.	● Equity Audit Dialogues ● Speaker Series ● Equity Year Events Calendar ● Equity Excellence Newsletter ● Promote the repository of equity resources. ● Opening Day. ● Annual Global Education, Equity, and Engagement Conference (AGEEE) -	-Equity Leads -Union leaders for staff, administrators, and faculty - -PD coordinator - President's office	IP 2020-21
#5- Establish and leverage Collaboration Networks	VFS (Vision for Success) Goal #5 ELAC Ed Plan	To increase by 20% the number of active campus and district partners with/through whom ELAC professional	Campus Partners 1. Host Communities of Practice - tri-semesterly meetings to examine, improve, and build equity-	PD Coordinator; PD Office ELAC President's Office LACCD HR	IP 2020-21

Core PD Goals	Crosswalk between CCCCO Vision for Success and ELAC Education Master Plan	Objective What do we aim to achieve that will support the goal?	Actions & Methods How do we accomplish the objective?	Likely Institutional Agents Who will assist in accomplishing the objective?	Timeline
	Goal # 3	development goals are being achieved.	minded practices a. Equity and Inclusion CoP b. Teaching and Learning CoP c. Interdisciplinary and Global CoP . 2. Collaborate with internal and external technology partners and vendors to deliver relevant and updated technology training to ELAC community 3. Join the One Book One College Committee collaboration to coordinate selection and promotion of equity and antiracist books. 4. Request Student leader representative from ASU. Regular meetings with the PD office to gather information and collaborate for student-organized events. 5. Collaborate with the Office of Institutional Effectiveness. To coordinate and use data (quantitative and qualitative) to support and inform PD work and on-going assessment.	LACCD EPIE LACCD DAS PD ELAC Academic Senate ELAC AFT 1521 &1521A SEIU & Teamsters	

Core PD Goals	Crosswalk between CCCCO Vision for Success and ELAC Education Master Plan	Objective What do we aim to achieve that will support the goal?	Actions & Methods How do we accomplish the objective?	Likely Institutional Agents Who will assist in accomplishing the objective?	Timeline
			6. Collaboration for Wellness and Safety - To coordinate with Health Center, BIT, Emergency Preparedness to create a sustainable Wellness Strand and promote a holistic approach to employee development. 7. Recognition Subcommittee to select and recognize faculty, staff, and administrators for their commitment to excellence and campus. 8. Equity Grant / Student Services: Collaborate with VP and Deans of Student Services to stay informed of equity-minded services for students and to coordinate/participate in Student Services Department/Campus Cross-training in Community Cultural Wealth, Resilience, and Mindset as well as in other informational workshops for faculty and staff. 9. Guided Pathways: Partner with the Guided		

Core PD Goals	Crosswalk between CCCCO Vision for Success and ELAC Education Master Plan	Objective What do we aim to achieve that will support the goal?	Actions & Methods How do we accomplish the objective?	Likely Institutional Agents Who will assist in accomplishing the objective?	Timeline
			Pathways/PD liaison to coordinate professional development programming and activities for the entire campus. District Partners 10. Participate in a gathering of PD Coordinators for the District 11. Maintain engagement with Faculty and Staff Union chapter Presidents 12. Integrate with services offered through the LACCD District Academic Senate Professional Development College. 13. Annually leverage the trainings offered by LACCD HR Department		

California Community College Chancellor's Office Vision for Success Goals:

https://vision.foundationccc.org/looking-ahead

1. Over five years, **increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job**. This increase is needed to meet future workforce demand in California, as analyzed by the Centers of Excellence for Labor Market Research. This goal is consistent with the recommendations of the California Strategic Workforce Development Plan. Equally important to the number of students served will be the type of education they receive: programs, awards, and course sequences need to match the needs of regional economies and employers.[1]

2. Over five years, **increase by 35 percent the number of California Community College students transferring annually to a UC or CSU**. This is the increase needed to meet California's future workforce demand for bachelor's degrees, as projected by the Public Policy Institute of California. (In California, occupations requiring bachelor's degrees are growing even faster than jobs requiring associate degrees or less college.) Meeting this aggressive goal will require the full engagement and partnership of CSU and UC. While ambitious, the pace of improvement envisioned in this goal is not unprecedented: between 2012-13 and 2015-16 (a three-year period), California Community College to CSU transfers increased by 32 percent and between Fall 1999 and Fall 2005 (a six-year period), California Community College to UC transfers increased by 40 percent.[2]

3. Over five years, **decrease the average number of units accumulated by California Community College students earning associate degrees**, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure. (Associate degrees typically require 60 units.) Reducing the average number of units-to-degree will help more students reach their educational goals sooner, and at less cost to them. It will also free up taxpayer dollars that can be put toward serving more students.[3]

4. Over five years, **increase the percent of exiting CTE students who report being employed in their field of study**, from the most recent statewide average of 60 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure and ensure the median earning gains of the exiting students are at least twice the statewide consumer price index. Improvements on this measure would indicate that colleges are providing career education programs that prepare students for available jobs and offering supports that help students find jobs.[4]

5. **Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups**, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.

6. Over five years, **reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults**, with the ultimate goal of fully closing regional achievement gaps within 10 years.

Professional Development Office
Equity-Based Culture and Practice Development at ELAC

Professional Development Office: Vision and Mission
Equity-Based Culture and Practice Development at ELAC

At ELAC, Professional Development efforts are rooted in the college mission and vision. Our focus is to lead innovative collaborations and change for social justice through empowering a thriving equity-minded campus.

PD efforts are contextualized by the view of professional development as a strategy to empower institutional agency for change and educational activism. As such, development activities are designed to provide equity-minded resources and programs, culturally relevant curriculum, innovative technological teaching practices, and safe spaces for self-reflection. The purpose is to actively engage all members of the ELAC community in continuous professional growth, designed to utilize asset-based views about the cultural wealth and resilience that students employ to transcend their socioeconomic circumstances to excel in education.

Undoubtedly, the processes of teaching and learning are the core of the institution's purpose and are facilitated daily by strategic support and services that help carry out the instructional activity. Professional development supports this through individual development and community building that fosters all stakeholders to embody the spirit of the college mission, and to honor the institution's history and each other. Through collegiality, collaboration, and an asset-based framework, all employees will have opportunities to increase knowledge, improve performance, enhance their professional growth by leveraging the cultural assets, forms of capital, and resilience of students to promote educational equity. Time away from teaching and administrative duties allows instructors to foster their identities as lifelong learners and advocates for equity by staying abreast of continual changes in curriculum advancement, instructional improvement, pedagogy, and technology. In turn, staying abreast brings a wider perspective to teaching, enhances teaching effectiveness, prevents burnout, and renews enthusiasm.

Conceptual Model for Transformation Toward An Equity-Practicing College

**Our North Star Compass for Professional Development**

We value equity-minded action, thought, and collaboration as critical for any transformative process. The following processes guide us in developing a framework for transformation that supports the campus-wide initiatives for equity and social justice:

1. **Equity Minded Teaching and Engagement** (*what we do*)

    a). ELAC faculty development facilitates equity-minded inclusive curricula and teaching-learning praxis within and beyond classrooms as part of ELAC community culture.
    b). ELAC Staff engages in learning best practices about support services to build effective learner support services.

2. **Reflective Practice for Equity Mindsets** (*how we think*)

    ELAC PD advocates for and fosters the development of mindsets and core competencies through reflective practices for all community members that are essential toward engaging in equity-minded and culturally-responsive education.

3. **Collaborations for Interdisciplinary & Global Collegiality** (*how we collaborate*)

    ELAC PD recognizes the critical importance of disciplinary, organizational, and international collegiality and collaborations in addressing complex, systemic issues of inequity.

To guide our program development and assessment, we are working with a formative conceptual model or framework based on our research and current practices as well as our planned development over the next three years. This is a developmental or emergent framework (Patton, 2011) that will help us to apply systems thinking to our programming so that we can discover and innovate new programming as needs and opportunities arise to continue to positively impact campus culture and practice.
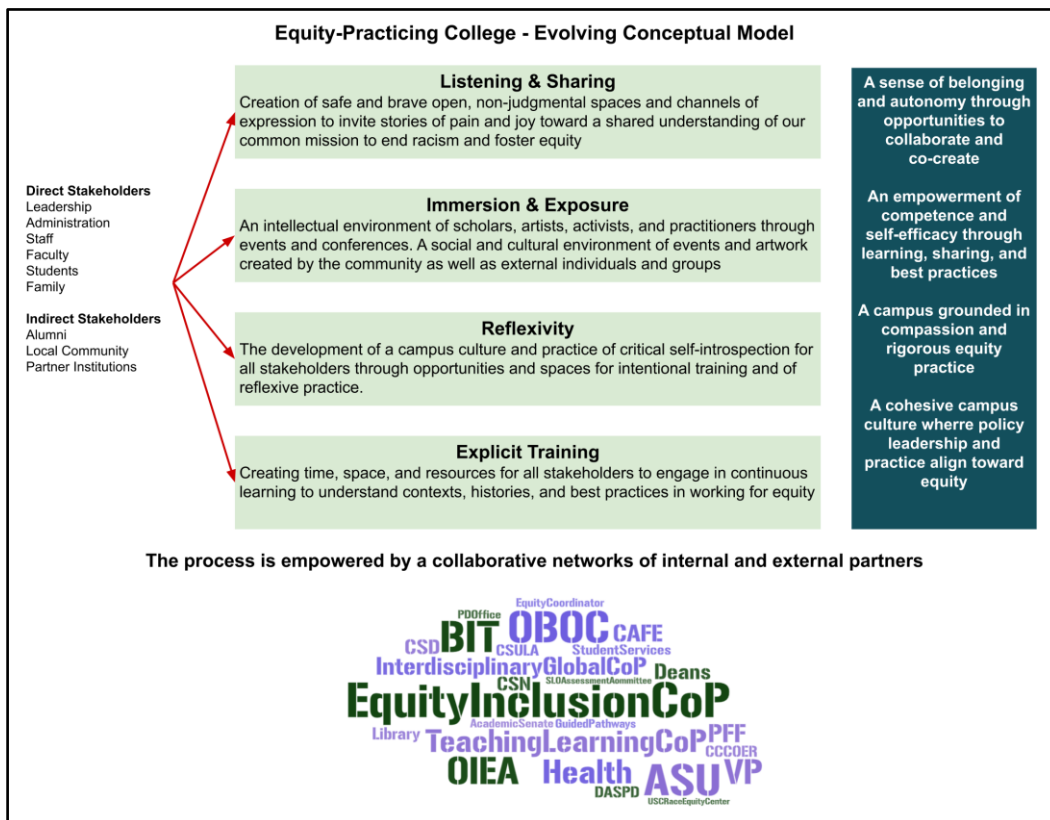
Overview of PD Office Program Development

Using our Equity-Practicing College conceptual model, we articulate our programming structures and processes in supporting the college action plan for living equity-minded practices at ELAC. To that end, development activities are first designed to promote key equity-minded organizational components, and secondarily designed for specific employee groups and are organized as follows:

- Teaching and Research
- Support Services
- Activist Leadership
- Community Building
- Collaboration Networks

The professional development initiatives in these areas draw from antiracist and social justice research and practice, culturally relevant and critical pedagogies, the development of cultural competencies, the examination of implicit bias, stereotype threat, micro- and macro-aggression, as well as Restorative Justice. Informed and empowered by empirical research and community assets, professional development at ELAC promotes equity and social justice as part of student support and success.

A summary of the PD Office process of program development and assessment is presented visually here, with details in subsequent pages of this document:

Professional Development Office: Equity-Minded Program Development at ELAC

Equity Based Culture and Practice programs will be developed through Teaching and Research, Reflexive Practice, and Collaboration

Teaching & Engagement
Focus and align curricula, teaching practices, and student services to intentionally and strategically address racial and social justice issues for students to promote equitable, anti-racist classroom environments.

Reflexive Practice
Create pathways for all community members to engage in sustainable reflective practices to engage in personal introspection and develop awareness. of one's biases and assumptions about members of one's own and others' cultural group.

Collaboration
Build collaborative groups of stakeholders for focused work to support department and campus wide efforts toward equity-minded practice and outcomes at ELAC.

Equity-Practising College - Evolving Conceptual Model: *Research based model to guide programming*

Equity Minded Teaching & Research · **Equity Minded Support Services** · **Equity Minded Activist Leadership** · **Equity Minded Community Building**

Communities of Practice: *Teaching & Learning • Equity & Inclusion • Interdisciplinary & Global*

+

Equity Minded Collaboration Networks

New Faculty Institute
Teaching & Research CoP
  Teaching and Learning workshops
  Faculty Summer Academy
  Semester/Annual Teaching
  Reflection Circles
  Coffee Chats
  Book Club
Collaboration with One Book One College (OBOC)
Guided Pathways CAP Teams
CoP Leadership Team Development
SoTL Development at ELAC
Vision Resource Center Coordination

Spring Break Staff Retreat
Equity Reflection Day
Vision Resource Center
MOS Certification
EI CoP - Equity Resources Coordination

Discussions and collaboration with California Community College Equity Leadership Alliance with USC
Intentional Policy Initiative
Equity Minded Practitioners (EMP) Certificate of Completion
Annual Global Education, Equity, and Engagement Conference (AGEEE) Initiation and Planning
Guided Pathways CAP/PD Teams

Equity Audit Campus Dialogues
Equity Year Events Calendar
Equity Excellence Newsletter
Repository of equity resources
Opening Day
Annual Global Education, Equity, and Engagement Conference (AGEEE)

Developmental Assessment & Research Informs Evolving Conceptual Model
Retention and completion rates • Equity survey - awareness, college assets, experience (positive and negative), needs and gaps • Curriculum and syllabus audit • Stakeholder focus groups - teachers, students, staff, administrators • PD assessment - participant and facilitator feedback

Program Areas and Descriptions

Equity Minded Teaching & Research

The PD office contributes to equity-minded inclusive teaching and learning development at ELAC. Our goal is to lead the faculty toward a collaborative teaching culture that addresses racial and social justice issues in course design and syllabi in order to promote equitable, anti-racist classroom environments. As part of this mission, we take a scholarly and evidence-based approach based on the Scholarship of Teaching and Learning (SoTL) in leading course design and best practices in teaching.

1. **New Faculty Institute:** Focus on equity-minded pedagogy design and practice.
2. **Teaching & Learning**
   a. Teaching and Learning workshop series that focuses on inclusive, equitable pedagogy and research.
   b. Teaching and Learning CoP
   c. Faculty Summer Academy: 2-week intensive learning community for developing inclusive, equity-focused course and syllabus design.
   d. Annual Teaching Reflection Circles
   e. Happy Chats
   f. Book Club
   g. Cultural Curriculum Audits
3. **Collaboration with One Book One College (OBOC)** committee to select books related to a growth mindset, equity, etc.
4. **Student Learning Outcomes Engagement and Analysis Workshops.** Learning Assessment Outcomes Coordinators/OEAI/External trainers will train faculty and staff to analyze the data from their classrooms and offices.
5. **Guided Pathways** Coordinator liaison to promote GP Classrooms, increase awareness of educational pathways for equitable outcomes, and educational activism. This will include stipends for faculty to participate in a Cultural Curriculum Audit for their classes.
6. **Core CoP Leadership team** development and collaboration - semesterly coordination meeting of representatives or leaders of CoPs
7. **SoTL development.** Promotion of action research in classrooms and faculty-student research, a library-partnership program for faculty development in research, support teaching conference attendance and presentation, best practices sharing, promote and support ELAC annual Equity Conference open to students and faculty.
8. **Vision Resource Center** - tracking faculty engagement and awarding of completion Certificate.

Equity-Minded Staff and Service Excellence

The PD office works to ensure the professional development for ELAC staff is grounded in equity-minded principles and practices to contribute toward the development of a campus that is aware of and intentionally works to eliminate systemic and personal implicit biases and other barriers to students' success and flourishing at ELAC.

1. **Spring Break Staff Retreat** - coordinated with Union President, to engage in Staff Reflection Circles to focus on equity-minded and antiracist practices, specifically on cultural capital and resilience capacity development.
2. **Equity Reflection Day -** engage staff in critical conversations using data and asset-based perspectives to build awareness of how student services promote educational success and equitable outcomes.
3. **PD Staff Subcommittee:** create staff-related professional development activities, contribute to the Equity Excellence Newsletter, advocate for staff support, join forces with the Classified Employee Association (CEA), collaborate with all staff unions (delegates from all unions), and review and select EAP workshops.
4. **Vision Resource Center** - promoting a curated list of topics and webinars for staff and presenting on PD website and disseminating to department managers.
5. **MOS Certification** - coordinate and help with test preparation, test-taking, and reporting.
6. **EI CoP - Equity Resources Coordination**. Gathering coordinated information from Health, Admissions, Welcome Center, Counseling, Transfer, English/Math labs and other critical offices and centers to coordinate equity-based language and practices, and to offer information workshops to the campus community.

Equity Minded Activist Leadership

The PD office is committed to an active, intentional approach to engage campus stakeholders through the fostering of an Equity and Inclusion CoP that leads conversations and initiatives that furthers the college's action plan for equitable institutional practices. This work is data- and research-driven to empower individuals to be leaders and ambassadors in advocating for equity and antiracist practices across campus, to encourage openness and voicing of concerns in productive dialogue, and to promote racial literacy and cultural competencies toward campus cohesion and success.

1. **California Community College Equity Leadership Alliance with USC.** Collaborate with Equity Leads to promote and leverage e-convenings offered by the Race and Equity Center at the University of Southern California. CoP members and other ELAC members attend training sessions in order to facilitate discussions in CoPs and campus as well as provide departmental and campus-wide workshops. This will include the implementation of action plans resulting from e-convenings.
2. **Intentional Policy Awareness & Support**. Re-affirm policies through coordination of workshops and training related to diversity, professionalism, and collegiality offered by the EEO, Title IX, Academic Senate, Faculty Guild Union.
3. **Equity Minded Practitioners (EMP) Certificate of Completion** for faculty, staff, and administrators. A portfolio-based approach for practice, reflection, and documentation of transformative work in any area of work and service that reflects intentional change focused on closing the equity gaps. Coordinate with T&L Coordinator and PD Office for accurate completion of Equity Flex Obligation.
4. **Annual Global Education, Equity, and Engagement Conference (AGEEE).** Initiation and planning to build visibility and presence of global awareness of equity and inclusion in teaching and campus life. Planning and development of ideas and themes for the annual conference that includes topics in teaching and learning, campus and student life and resources, policy, and leadership.
5. **Guided Pathways CAP/PD Teams:** facilitate the use of data in examining department practices and curricula in creating change for equity-based education. Discussion with Chairs Council about data and common goals.

Equity Minded Community Building

The PD office will contribute toward a sense of community and belonging through the development of equity-minded practices that support student success. We will create pathways for all community members to engage in sustainable reflective practices toward a commitment to equity and social justice work that counters implicit bias and micro- and macro-aggressions.

1. **Equity Audit Dialogues and Speaker Series:** Develop formal and informal conversations and workshops on campus stakeholders to develop awareness and practices for equity. Hold conversations about race, racism (interpersonal/structural), intersection of racism with other forms of marginalities (intersectionalities of identities with racism), and what does anti-racism look like at the individual/campus-level. As part of this initiative to develop safe spaces and channels to engage, learn, reflect, and share about the impact of racism and other inequities on the educational experience of members in underserved communities. This includes a focus on awareness of and action to combat implicit biases and assumptions about one's own and other cultural groups using a restorative justice framework. The overall goal is towards a culture of empathy, compassion, and forgiveness in all campus interactions.
2. **Equity Year Events Calendar -** Call for and gather all campus events focused on diversity, equity, and inclusion such as art exhibitions, open mic. events, speaker series, etc. Invite community members to submit events and programs. Use VRC. Coordinate with PD office Equity Calendar.
3. **Equity Excellence Newsletter** or insert in *The Huskies* as well as dissemination through social media that features equity work on campus and features faculty, students, and staff on their equity perspectives, service, and experience.
4. **Promote the repository of equity resources.** Equity and antiracist resources - research, websites, and data - to inform and shape program and curricula development.
5. **Opening Day.** Work with campus-wide PD Committee and other key stakeholders on campus to develop the theme, focus, and agenda.
6. **Annual Global Education, Equity, and Engagement Conference (AGEEE) -** An ELAC wide annual conference that includes teaching and learning, campus and student life and resources, policy, and leadership. The conference is open to all faculty, staff, and students, including key units such as the Library, OIEA, and student services. The conference is keyed to include researchers and speakers, both domestic and international, as part of the goal to build awareness, dialogue, collaborations, and activism toward equity as a global learning mission.

Collaboration Networks

Robust and coherent Professional Development is developed through collaborative networks so that all voices are included and heard, and to bring the strength of many to the work that we do. With collaboration and conversation, we can design and implement more focused and strategic opportunities to support campus-wide efforts toward equity-minded and culturally-responsive practice and outcomes at ELAC. Collaborations have been established and will be strengthened through the development of the following networks:

Campus Partners
1. Communities of Practice - tri-semesterly meetings to examine, improve, and build equity-minded practices
   a. Equity and Inclusion CoP
   b. *Teaching and Learning CoP*
   c. *Interdisciplinary and Global CoP*
2. One Book One College Committee collaboration to coordinate selection and promotion of equity and antiracist books.
3. Student leader representative from ASU. Regular meetings with the PD office to gather information and collaborate for student-organized events.
4. Office of Institutional Effectiveness. To coordinate and use data (quantitative and qualitative) to support and inform PD work and on-going assessment.
5. Collaboration for Wellness and Safety - To coordinate with Health Center, BIT, Emergency Preparedness to create a sustainable Wellness Strand and promote a holistic approach to employee development.
6. Recognition Subcommittee to select and recognize faculty, staff, and administrators for their commitment to excellence and campus.
7. Equity Grant / Student Services: Collaborate with VP and Deans of Student Services to stay informed of equity-minded services for students and to coordinate/participate in Student Services Department/Campus Cross-training in Community Cultural Wealth, Resilience, and Mindset as well as in other informational workshops for faculty and staff.
8. Equity Coordinator: Partner with the Equity Coordinator to plan, organize, and implement an Equity Speaker series and bring together a group of selected faculty and staff to regularly attend the Racial Equity eConvening Series. Plan scheduled conversations/meetings before and after each speaker and e-convenings.
9. Guided Pathways liaison: Partner with the Guided Pathways/PD liaison to coordinate professional development programming and activities for the entire campus.
10. Campus PD Committee
11. Academic Senate
12. CAFE
13. ELAC SLO Assessment Committee
14. ELAC Library Programs
15. ELAC Open Educational Resource Task Force
16. Campus Unions
17. Distance Education Office
18. EAP Office

External Pedagogy and Research Partners
19. CCC OER
20. ASCCC-Guided Pathways
21. Preparing Future Faculty Program at Claremont Graduate University for pedagogical input and faculty development programming.
22. Race and Equity Center at the University of Southern California - Equity and Inclusion CoP members and other ELAC members attend training sessions in order to facilitate discussions in CoP and campus as well as provide departmental and campus-wide workshops.
23. Career Ladder Partners
24. 4 CSD
25. 3 CSN
26. CSU LA, Pomona

District Partners

27. PD Coordinators for the District
28. LACCD PD Coordinators Committee
29. Faculty and Staff Union chapter Presidents
30. DAS PD
31. HR Department

PD Developmental Program Assessment

1. Engagement Assessment:
   a. T&L Series Workshop attendance. Total attendance. Unique attendance. Breakdown by departments/programs, faculty tenured and non-tenured, full-time and part-time, demographics (ethnicity, gender)
   b. NFI Attendance and completion
   c. Summer Academy attendance and completion
2. Feedback and Reflections
   a. Participant feedback and reflections - NFI, Summer Academy, T&L
   b. Facilitator feedback and reflections - T&L, Summer Academy
3. Opening Day Survey - Engagement and Feedback
4. Equity Minded Practitioner Certificate - number of awards, department
5. Annual Faculty Teaching & Learning Survey (is there an on-going survey for faculty?)
6. Campus Climate Equity Assessment (USC) - awareness, college assets, experience (positive and negative), needs, and gaps - add learning questions. Is it possible to get data from student course evals?
7. Student Campus Climate - work with OIE
8. Opening Day Survey
9. Campus-wide Needs Assessment