

Formstack Submission For: [Campus Issues Form](#)

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Committee or Individual:	Staff Equity & Diversity Committee
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Issue/Concern:	Equity Training/Faculty Professional Review Process
Describe the issue/concern::	<p>The Staff Equity & Diversity Committee recognizes that new faculty who participate in the New Faculty Academy (NFA) and full- and part-time faculty who participate in Teachers for Equity (T4E) and/or who otherwise seek to grow in their practice as equitable teaching professionals are often reviewed during the Performance Review Process (PRP) by teams that include individuals who may or may not have attended, participated in, or prioritize comparable equity training. This potentially creates conflict and fosters inequity and fractured relationships. The college encourages faculty to be pedagogically innovative, culturally relevant, and courageous with their teaching practice towards the goal of more equitable success for minoritized students, yet the college has not yet supported such innovative teaching praxis or risk-taking in the structure of the PRP.</p>
What do you recommend or suggest solving this issue/concern? :	<p>We recommend:</p> <ol style="list-style-type: none">1) Antiracist and equity-informed Service Review Training before participating on a Performance Review Team (PRT), with an emphasis on familiarizing the team with NFA and TFE curriculum and evaluating through a lens of cultural responsiveness and humility;2) Creation of an evaluation tool to assess the effectiveness of training proposed in point 1;
How will this recommendation support the success of SCC	<p>This will better align the college's PRP with the college's and district's professional development and equity goals and its investment of resources in</p>

students and benefit the campus community?:

professional development programs that include flex programs, Convocation, NFA, and T4E. Furthermore it will send a consistent message to new faculty that they will not be punished in their performance review for experimenting in their practice towards the goals of more equitable success outcomes, and it will signal to all faculty what the expectations are. It will benefit students by supporting faculty who seek to grow in their teaching practice to become more effective teachers.