HSI-Equity-Professional Learning UPDATES
President’s Cabinet - Oct. 15, 2019
Equity Defined at Mesa
- Used to engage in conversations within the classroom, department meetings, retreats, etc.

Tim Wise, relevance of the message
- Keep difficult conversations going
- Success Equity and Transformation Committee
  - Meets on 3rd Friday of every month, I4-402
- Leaders Engaging in Equity Practice (LEEP)
HSI Initiatives
Title V, Title III STEM

Construction:
- AVANZA (I4-202)
- LOFT (LRC 4th floor)
- STEM Center (LRC 115)
- Innov Research Lab (B-106)

Programs / Services:
- CRUISE
- Peer Navigators
- Embedded Tutoring
- STEM Counseling
Fall 2019

**Leaders Engaging in Equity Practice (LEEP)**
- Cohort PL
- May 7 - Certificate & Presentations
- Participants receive 1 unit

**Communities of Practice**
- Anti-racism & Equity in Honors

**Faculty Inquiry Group**
- Panel Presentation - Nov. 8

Spring 2020

**Catalyst Conference** - Jan. 29

**National Alliance for Partnerships in Equity (NAPE)**
- Culturally Responsive Teaching
- Equity in Problem Based Learning (STEM)

**HSI Conference - Apr.10 (Tent.)**

**PRAXIS (CRI 2.0) - Dates TBA**
- 3-day Summer Institute
What did we learn about Course Redesign Institute?

- 48 faculty members participated in the Course Redesign Institute (CRI) between 2016-2018 and 54 redesigned courses (duplicated).

- Sixty-three percent of the faculty who attended CRI improved success rates for their redesigned courses during Year 1.

- The courses with the largest gains after CRI attendance were ARTF108, BIOL205, FREN102, GEOG101, and CISC181 (28, 17, 15, 15, 13 percentage points, respectively).

- The ethnic groups with the largest gains were Pacific Islander, African American, Filipino, and Latinx (16, eight, seven, and four percentage points, respectively).
Is there evidence that CRI helped narrow equity gaps? If so, through what mechanism(s)? Can CRI’s positive impacts be scaled up? (See Tables 10-15, and Tables 19-24).
From 2016 to 2018, the number of students impacted by the CRI program has steadily declined (See Table 1). What can be done to attract the faculty with the greater number of students?

Overall, course success rates and GPAs peaked on the year that immediately follows faculty CRI attendance (See Figure 1, Table 8, and Table 9). What can be done to keep the momentum going, or even build on it?
1. Definition
What is the focus of inquiry?
(Affirmative topic of choice)
Clarifying

2. Discovery
What gives life?
(The best of what is)
Appreciating

3. Dream
What might be?
(What the world is calling for)
Envisioning

4. Design
What should be?
(The ideal)
Co-constructing

5. Destiny / Delivery
What will be?
(How to empower, learn, and adjust/improvise)
Innovating

Positive Core
<table>
<thead>
<tr>
<th>Collaborating with Departments to create equity initiatives → through communities of practice, or inquiry teams.</th>
<th>Leverage the resources that are within the schools to create learning agendas...</th>
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<tbody>
<tr>
<td>bit.ly/MESAPLREQUEST</td>
<td>We can support! Resources: professional learning speakers, books, materials, and coordinating events.</td>
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</table>
(1) Invite us to speak / meet with your faculty at an upcoming dept meeting;
(3) Use the [HSI & Equity dashboard](https://hsiequitydashboard.sdccd.edu) in your Program Review;
(4) Attend a Campus Employee Learning or Success, Equity, & Transformation Mtg;