

## Equity Minded Practitioners (EMP): Summary of 2018-19

In 2018-19, the EMP workgroup held 12 meetings which had attendance by 11 students, 14 faculty members, and 19 staff members.

Please use the links below to access details on updates/notes on each topic (provided further below).

- [Student Representation at every meeting](#)
- [Proposed Multicultural Center](#)
- Conducted [Equity Walks](#)
- [Resource Website](#)
- [Campus-wide Equity Presentations](#)
- [Exploring Mentorship Programs for African American/Black Students](#)
- [Culturally Relevant Pedagogy Course Offering for Faculty](#)
- [OER Closes Equity Gaps](#)
- Updates from Partnering committees

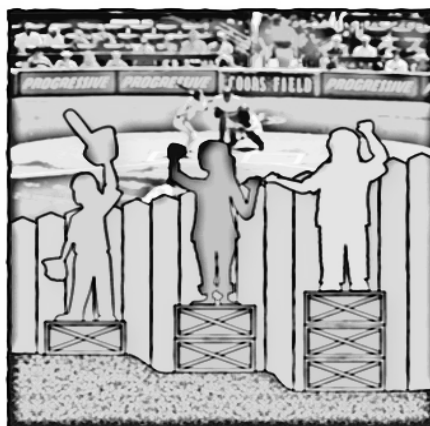
OER/ZTC

- Cultural Diversity & Advancement
- [Robust Discussions!](#)
- [NEXT STEPS](#)

-----*Equity-minded Practitioners*, a workgroup of (IE)<sup>2</sup> & LEAP Solution Team 2018



**EQUALITY**



**EQUITY**



**JUSTICE**

## Sample Findings from Equity Walks to date

### Student Center

- Health Center glass door seems slim
- Signs outside of health center could indicate that services are free to students enrolled
- “Food Bank” is tucked away---should be *de-stigmatized*, possibly relocate

### East P.E

- The accessibility elevator didn't work enough, it didn't have an accessible door and the elevator got stuck and we couldn't open the door for a good 3-5 minutes. We did not see any indicator for elevator to seek or call for help.
- Signs are at not eye level for anyone in a wheelchair.

### Canyons Hall

- 2<sup>nd</sup> floor ‘gender-neutral’ bathroom sends mixed-message (male symbol on door plus both gender symbols on the side of the door)
- Ask me” desk is not visible for students entering from the Mail room side of Canyons hall, perhaps a sign on that side?

## Student Voice

We have had representatives from the following student groups attend and share their experiences and input with the EMP workgroup

- Peer Advisors
- Black Student Union
- Gay, Straight Alliance
- Trans\* Student Alliance
- Communications Club
- Sociology Students
- Latinx Alliance

## Resource Website

As part of the Guided Pathways framework of providing wraparound support services to assist students in persisting on their path, **a centralized virtual place for students, faculty and staff to easily identify these resources has been identified as one of the priorities of the Equity Minded Practitioners' work plan.**

- There are many already-existing resources and support services available to students
- These resources are managed and provided across different areas of campus (some without fully being integrated campus-wide)
- Faculty and staff are not as aware of the availability of these resources as it would be beneficial to students
- These resources are under-utilized

Justin Hunt is the lead on being the 'keeper' of the information, and for programming the information on a web platform. Thank you Justin!

**We are asking your input in providing information on resources and support services that you are aware of, and/or the types of needs students have expressed so that those resources can be identified, vetted and added to the webpage.**

**The TEST version of the website can be found on the following link [TEST RESOURCE WEBPAGE](#).**

In addition, at the *very* bottom right of the page if you click the year, it will forward you to the **google form to add additional resources**.

To provide your input on what may be missing as part of the resources, please follow the link: <https://goo.gl/forms/uTe8NDuezuXs3uFd2> or email [Justin.hunt@canyons.edu](mailto:Justin.hunt@canyons.edu)

## Multicultural Center

On many campuses, the struggle to gain institutional support for a Multicultural center—in terms of space, resources, budget, release time, director position etc.—itself has become a test of the institution's commitment to women's and cultural equity issues in the college. While COC offers Women's Studies and gender/LGBTQ+ courses, those specific courses enroll students interested in particular programs of study (e.g. Sociology). But campus Multicultural centers are open to all students. Many campus Multicultural centers augment the social justice curriculum by educating the collective student body on how to identify and confront inequity, starting with the campus and then looking out, benefitting the classroom, the campus, and the community. Multicultural centers provide students a formal space to practice leadership and peer mentoring. Students take this valuable experience with them when they go out into the world and apply for jobs.

The Multicultural Center (MCC) will serve *as a resource* for the entire campus community while placing the experiences of diverse and historically marginalized groups at the center. This space would also serve as a dynamic *learning space* while coordinating deliberate programming and opportunities to support all members of COC regarding gender, race/ethnicity, sexuality and intersectional identities, with the goal of promoting an inclusive and equitable campus community. When there isn't structured programming, this space is envisioned to be an informal place to meet, build community, and serve as *another access point/bridge* to existing resources. This center is in addition to, not in place of existing programs and services.

## OER Closes Equity Gaps

(N = 21,822 students)

	Change Grade	Change DFW
All Students	+8.6%	-2.68%
Non-Pell Eligible	+7.4%	-2%
Pell Eligible	+12.3%	-4.4%
Non-White	+13%	-5%
Part-Time	+28%	-10%

Source: AAC&U, University of Georgia The Impact of Open Educational Resources on Various Student Success Metrics, in International Journal of Teaching and Learning in Higher Education, 2018

OER presentation: Hard copy versions are available for reduced cost for OER tests; Reviewed existing data on the effectiveness of OER is reducing Equity gaps.

## Robust Dialogue & Discussions!

Using Canvas Notes feature for changing to preferred name/pronoun, add notes about students

Name Coach on Canvas allows for students to record their names in audio for faculty to hear how it is pronounced

Trans\* Student Alliance Resolution for gender inclusive restrooms

Unpacking the definition of being Equity Minded, what are concrete examples for 'structural/cultural/social etc.'

**Food Pantry** in Student Center, coordinated by Psychology student Christopher Hopgood that is stocked and available to all students. In addition to food, this space provides students with the opportunity to engage in dialogue, socialize and learn from each other in an informal setting.

**Cougar Racks** is open on Tuesdays from 10am-12pm and provides students with new and slightly used clothing, gift items and other supplies that are donated.

Development of the BANC

## NEXT STEPS

- Further discuss "Multicultural" Center- LEAP Solution Team Project
- Site visits with other colleges with Equity programs in place
- Conduct more Equity Walks
- Bring Resource Website to various groups (integrate with M App)
- Continue scheduling and hosting trainings/professional development on Culturally Relevant Pedagogy
- Partner with Cultural Diversity & Advancement Committee for discussions on planning Campus Events

## Equity Presentations

Jan. 31<sup>st</sup> 2 - 3:00 pm

Panel of COC Faculty & Staff, What it means to be an Equity Minded Practitioner

Administrative Retreat

LEAP Presentation

Data through an Equity Lens