

# DeAnza College



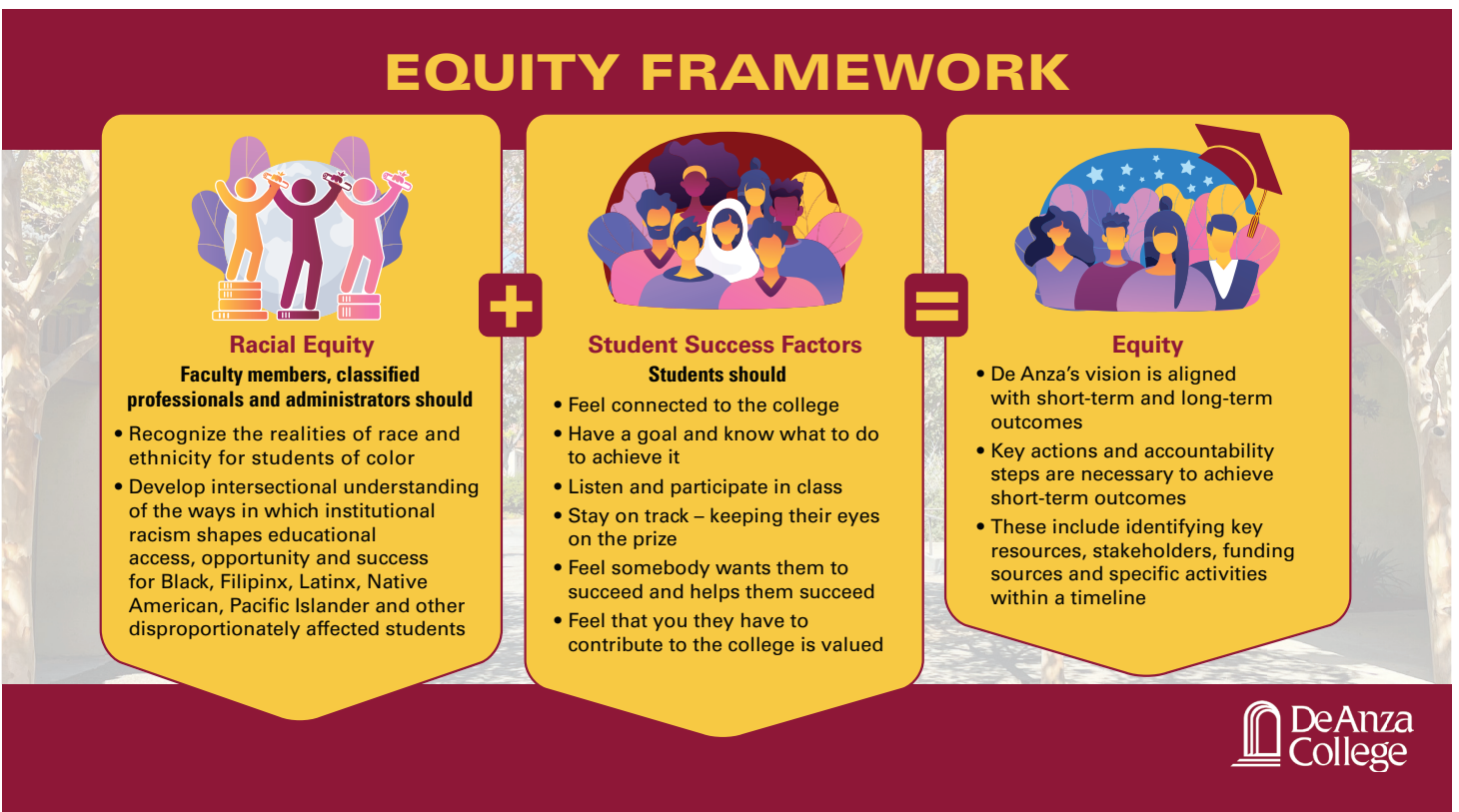
## Equity Plan Re-Imagined 2022-2027

# Equity Plan Re-Imagined

This document reflects the feedback received from the college's shared governance groups and the Strategic Planning Process session. Findings will be included in the new Educational Master Plan 2022-2027.

## Key Areas of Focus

- Vision and Defining Equity: Develop and adopt an equity vision and framework for De Anza's equity work: Racial Equity + Six Success Factors = Equity Framework
- Shared Governance: Engage administration and shared governance leaders to advance and uphold the equity vision in all college endeavors by integrating it into the shared governance process and promoting transparency around equity
- Culture of Equity: Create a culture of equity-based evidence and practices with all employees
- Integrated Instruction and Services: Develop best practices based on research at the collegewide and programmatic, departmental and work area levels
- Professional Development: Develop rich and ongoing professional development opportunities that focus on deepening equity-mindedness for all employees
- Financial Commitments: Show financial commitment and investment in all equity work
- Accountability and Assessment: Establish accountability and assessment measures to continue improving campus equity work.





## **Vision and Defining Equity**

*Develop and adopt an equity vision and framework for De Anza's equity work*

- Conduct research to gather evidence for equity definition
  - Gather relevant documents that detail, describe or define equity at De Anza. Use the documents as foundational source material for defining what equity actually means and looks like. Establish a baseline racial equity definition at De Anza with foundational documents to create a common understanding of equity and racial equity.
  - Assess student needs from disproportionately impacted communities through a student survey
  - Obtain and review diversity, equity and inclusion (DEI) samples from other districts (e.g., DEI resolutions, board DEI priorities). Research samples of board resolutions and board priorities to incorporate into vision
  - Conduct qualitative inquiry of student needs in consultation with Guided Pathways team
  - Identify the key characteristics of an equity-minded institution by using self-assessment tools such as the Denver University Inclusive Excellence Toolkit or the NERCHE rubric

## **Shared Governance**

*Engage administration and shared governance leaders to advance and uphold the equity vision in all college endeavors by integrating it into the shared governance process and promoting transparency around equity*

- Collaborate with unions, senates and administration to explore ways to consider concrete practices to foster equity-mindedness for all employees
  - Develop measurable actions to carry out the framework aligned to Board of Trustees priorities and leadership goals
  - Provide an “equity portfolio” tool as a resource for employees who want to show evidence of equity and racial equity work in the classroom, curriculum and student services (for all employee groups and students)

- ◊ Form a representative work group or task force to research, review and recommend an e-Portfolio tool for purchase
- ◊ Explore how the e-Portfolio can be used as another resource for program reviews
- Incorporate equity framework and new definition of equity into De Anza’s Educational Master Plan to develop and ground us in a common definition and refer to this common definition in all new documents and endeavors (e.g., Educational Master Plan, Facilities Master Plan, Technology Plan, Student Equity and Achievement Plan)
- Communicate equity efforts
  - Create branding for college equity efforts including an updated logo
  - Include regular equity updates in college publications
  - Provide period collegewide reports on the state of equity
  - Link to collegewide equity and racial equity efforts from other websites (e.g. College Planning Committee, Institutional Research, Equity and Engagement Division, Office of the President)
  - Feature department and program equity work on website, and submit accomplishments to the Office of Communications for possible broader promotion
- Create opportunities focused on accomplishing equity work (e.g., professional development days, department meetings, division meetings, etc.)

## **Culture of Equity**

*Create a culture of equity-based evidence and practices with all employees*

- Develop a strategy to recognize and celebrate individual equity and racial equity work, through such methods as
  - Monetary awards
  - Public recognition through communication vehicles
  - Equity and Racial Champions Recognition Program – including a rubric to assess impact (see state guidance and De Anza’s Equity Champion Awards program)
  - Spotighting programs and instructors with proven commitment to closing equity gaps (including access, retention, persistence and success) for racially minoritized students
  - Encouraging and incentivizing faculty participation in ASCCC Faculty Empowerment and Leadership Academy (FELA) and other academies
- Create a professional learning cohort or community of practice (e.g., Puente faculty community)
- Develop resources for students to use their voices for meaningful engagement with all college processes
- Communicate and share success stories of students, faculty members and classified professionals that focus on racial equity
  - Villages
  - Additional video production to complement the ongoing CAN/DID series
  - Ongoing website presence as described above, including student stories

## Integrated Instruction and Services

*Develop best practices based on research at the collegewide and programmatic, departmental and work area levels*

- Develop one or two high-impact equity practices for each department, program or unit based on local, state and national research
  - Select one or two practices to implement in the classroom including curriculum and pedagogy. Examples may include:
    - ◊ Focus on infusion of equity-mindedness in curriculum
    - ◊ Cultural curriculum audit of courses (use outside groups to partner to complete audits)
  - Select one or two practices to implement in support services including student services, instructional support services and administrative services
- Explore ways to integrate instruction and support services more effectively to achieve equitable outcomes. Examples may include:
  - Integration of counseling and academic advising into the Guided Pathways Villages to ensure that racially minoritized students (in cohorts and not in cohorts) have more ready access to counseling services
  - Developing a campuswide faculty mentoring program, integrated with Guided Pathways Villages (e.g., faculty mentor program in CDE, Appreciative Advising Program)
- Increase nontraditional models of learning and credit earning. Examples may include:
  - Credit for prior learning as an equity lever
  - Competency-based education in CTE as well as GE (one-year) and work-based learning



## Professional Development

*Develop rich and ongoing professional development opportunities that focus on deepening equity-mindedness for all employees*

- Provide multiple series of professional development opportunities to meet employees where they are on equity-mindedness, on such topics as
  - An introduction to why racial equity is important and why we need to focus on institutional change. Training topics may include data on success rates and equity gaps, data on effects of proactive interventions like learning communities, students' stories, history of institutionalized racism and campus equity goals.
  - Developing a shared understanding regarding the need for ongoing institutional change and why it is imperative if we are to eliminate structural racism and achieve our equity and student success goals. Training topics may include nonviolent communication, bystander intervention, anti-bias, organizing, organizational development and listening campaigns.
  - The six factors of success and how they can be implemented in the classroom. Training topics may include equity curriculum inventory, syllabus review, welcoming strategies, checking-in strategies, making office hours more welcoming.
  - Equity competency, with training topics such as developing an equity mindset, cultural humility, being responsive to the academic and social needs of students, equity literacy, respecting students, anti-racism, anti-oppressive and inclusionary actions, nonexclusionary discipline, restorative practices, inclusive teaching and pedagogy
  - Shared governance and institutional practices, including ways to infuse equity-mindedness into these practices. Training topics may include accreditation, elements of PGA/PAA, Program Review, professional development, new employee training, hiring process and EEO reports (e.g., hiring decisions report by race; interview questions focused on equity and racial equity)
  - e-Portfolio equity training, to be offered campuswide and in individual departments and programs
  - Deeper training to infuse equity-mindedness into online pedagogy
- Offer professional development opportunities to all employees and trainings to specific populations of employees, such as
  - "Train the trainers" to build campus capacity
  - Training for all new hires (classified, faculty, and administrators) that would model equity-mindedness by including a discussion about equity and racial equity goals and initiatives during orientation
  - Trainings for employees in Instruction, Student Services, Administrative Services and Communications
  - Faculty Summer Bridge program, with a focus on racial equity, culturally relevant pedagogy, anti-racism and other discipline equity-related pedagogy)
  - Training for college leaders, including senior staff, administrators, governance leaders
- Assess training effectiveness and the impact on student outcomes for racial groups

## Financial Commitments

*Show financial commitment and investment in all equity work*

- Commit compensation to do equity work. Examples may include
  - Secure course release for full-time faculty members and paid time for part-time faculty members
  - Reallocation of job tasks for classified professionals or overtime pay for work outside their regular work hours
  - Creation of an employee incentive program aligned with equity goals
- Align policies and budgets to student success and equity goals
  - Increase investments in intentional strategies designed to achieve student success and equity goals and the elimination of systemic racism (see Board of Trustees priorities 1, 3 and 4)
  - Build a balanced budget that institutionalizes equity and includes increased investments in strategies that will help achieve student success and equity goals, even if reductions in overall expenditures become necessary
  - Tie funding to program review equity and racial equity focus outcome. Develop a rubric to evaluate budgets and resource allocations that include criteria that is equity and racial equity focused
  - Develop a budget process that is inclusive of stakeholders and that is equity and racial equity focused, including but not limited to
    - ◇ Streamlining processes – i.e., affinity groups and special programs receive a permanent allocation with reporting responsibility
    - ◇ Establishing a transparent decision-making process that is inclusive of stakeholders
    - ◇ Institutionalize (including through funding) high-impact practices and components that are proven to work, such as Math Performance Success and other Learning Communities that improve retention for disproportionately impacted and racially minoritized students
  - Invest in college and division programming that reaches racial and LGBTQ+ groups
- Collaborate with Foothill-De Anza district Human Resources office to allocate funds to recruit employees who are BIPOC (Black, Indigenous, People of Color)

## Accountability and Assessment

*Establish accountability and assessment measures to continue improving campus equity work*

- Create a new accountability team (established by the administration) to review implementation progress of the equity plan
- Define concrete metrics for key racial equity strategies. Metrics may include retention of students and employees, student success and effectiveness of professional development.
- Adopt measures to review and assess accountability and equity competency

- Develop a communications strategy to report progress on accountability and equity competency.
- Develop annual assessments (created by program areas) such as SLOs, SSLOs and AUOs that examine racial equity and the six factors of student success in a continuous review cycle
- Apply the continuous improvement cycle to assess and ensure ongoing equity achievements for students and De Anza College as a whole

## **Governance Group Review**

*The above measures were reviewed by these college governance groups*

- Equity Action Council – April 13, 2022
- Student Services Planning and Budget Team – April 21, 2022
- Academic Senate – May 2, 2022
- Instructional Planning and Budget Team – May 3, 2022
- De Anza Student Government – May 4, 2022
- Classified Senate – May 10, 2022
- College Council – May 19, 2022

