

Equity Plan Re-imagined

This document reflects the feedback received from the college's shared governance groups and Strategic Planning Process session and will be included in the new Educational Master Plan (EMP).

1. Develop and adopt an equity vision and framework for De Anza's equity work (racial equity + six success factors = equity framework).
2. 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.
3. Create a culture of equity-based evidence and practices with all employees
4. Develop best practices based on research at the collegewide and programmatic/departmental/work area levels.
5. Develop rich and ongoing professional development opportunities that focus on deepening equity-mindedness for all employees.
6. Show financial commitment and investment in all equity work.
7. Establish accountability and assessment measures to continue improving campus equity work.

Develop and adopt an equity vision and framework that drives De Anza College's equity work (racial equity + six success factors = equity framework).

- 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 (DEI resolutions, BOT 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.
- Develop and articulate a student equity-focused/race-specific vision
 - Organize and calendar a visioning session and include diverse stakeholders (governance and affinity groups) including diverse ethnic representation. Have all stakeholders define what racial equity means contextualized within their area.
 - Create common definition of equity

- Share with Governance committees and campus wide forums/events, including College Council

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 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 workgroup/taskforce 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 (Educational, Facilities, Technology and SEA plans)
- Communicate equity efforts
 - Create branding for college’s equity efforts including an updated logo.
 - Include regular equity updates in college publications.
 - Periodically report collegewide on the state of equity.
 - Link to collegewide equity and racial equity efforts (e.g. College Planning webpage, IR webpage, Equity & Engagement Division webpage, president’s webpage)
 - Feature department and program equity work on webpages, and submit accomplishments to the Office of Communications for potential larger promotion
- Create opportunities focused on accomplishing equity work (professional development days, department meetings, division meetings, etc.)

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 such as
 - Monetary award
 - Public recognition through communication vehicles
 - The De Anza Equity & Racial Champions Recognition Program (including a rubric to assess impact) (see State Guidance, De Anza Equity Champion Award).
 - spotlight programs and instructors with proven commitment to closing the equity gap (including access, retention, persistence, and success) for racially minoritized students encourage and incentivize faculty participation in ASCCC Faculty Empowerment and Leadership Academy (FELA) and other academies
- Create a professional learning cohort (communities of practice) i.e., Puente faculty community

- Develop resources for students to use their voice for meaningful engagement with all college processes.
- Communicate and share success stories of faculty, students, and classified staff focused on racial equity. Possibilities include
 - Villages
 - Additional video production to complement the ongoing CAN/DID series
 - Ongoing website presence as described above, including student stories

Develop best practices based on research at collegewide and programmatic/departmental/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
 - Develop a campus wide faculty mentoring program integrated with Guided Pathways villages (e.g., Faculty mentor program in CDE, Appreciative Advising Program)
- Increase non-traditional models of learning and credit earning. Examples may include:
 - Credit for prior learning as an equity lever
 - Competency Based-Education in CTE as well GE (1-year) and Work-Based Learning

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. Possible topics to include the following:
 - Provide 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, campus equity goals.
 - Provide a professional development series to develop 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 non-violent communication, bystander intervention, anti-bias, organizing, organizational development, listening campaign, etc.

- Provide a professional development series on 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
- Provide a professional development series on equity competency. Training topics may include the development of an equity mindset, cultural humility, being responsive to the academic and social needs of students, equity literacy, respecting students, anti-racism, anti-oppressive, inclusionary actions, non-exclusionary discipline, restorative practices, inclusive teaching and pedagogy
- Provide a professional development series on shared governance and institutional practices, keeping in mind 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 (i.e. hiring decisions report by race; interview questions focused on equity and racial equity)
- Develop and implement an “e-Portfolio” equity training series, campus wide and in individual departments and programs.
- Deepen training to infuse equity-mindedness into online pedagogy.
- Offer professional development opportunities to all employees and trainings to specific populations of employees. Possibilities include the following:
 - Develop a “train the trainers’ program” to build campus capacity.
 - New hires (classified, faculty, and administrators). Model equity-mindedness for all new hires by including a discussion about equity and racial equity goals and initiatives during new hire orientation.
 - Instruction, Student Services, Administrative Services, Communication employees
 - Faculty Summer Bridge Program (focus on racial equity, culturally relevant pedagogy, anti-racism and/or other discipline equity-related pedagogy)
 - College leaders (e.g. senior staff, administrators, governance leaders)
- Assess training effectiveness (impact on student outcomes for racial groups).

Demonstrate financial commitment and investment in all equity work.

- Commit compensation to do equity work. Examples may include:
 - Secure course release for FT faculty and/or paid time for PT faculty
 - Reallocation of job tasks for classified professionals or overtime pay outside of employee’s regular work hours
 - Establish an employee incentive program align 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. (Board Priorities 1, 3, 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 outcomes. 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/special programs receive a permanent allocation with reporting responsibility
- Establish a transparent decision-making process and inclusive of stakeholders
- Institutionalize (including through funding) high impact practices and/or components proven to work such as MPS, learning communities that improve retention for disproportionately impacted and racially minoritized students, etc.
- Invest in college/division programming that reaches racial and LGBTQ+ groups
- Collaborate with the District HR to allocate funds to recruit BIPOC employees.

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

- Administration establishes an accountability team to review implementation progress of the equity plan.
- Establish and define concrete metrics for key racial equity strategies. Metrics may include retention of students and employees, student success, effectiveness of professional development, etc.
- Establish measures to review and assess accountability and equity competency.
- Establish a communication strategy to report progress on accountability and equity competency.
- Program areas develop annual assessments (SLOs, SSLOs, AUOs) based on racial equity + six factors of success in a continuous review cycle
- Apply the continuous improvement cycle, assess and ensure ongoing equity achievements for students and De Anza College as a whole.