What is a Division Equity Plan?

An Equity Plan is a strategic response to institutional barriers through organizational cultural transformation. The initiative looks at the internal and external needs of the department or division in the areas of equity, social justice, diversity, and multicultural education and responds with a strategically aligned approach.

Initiatives should have a short and long-term focus, as well as very specific goals and objectives. It should also be easily measurable and tied to the college's overall mission and institutional core competencies. In terms of implementing the initiative, the entire division or department - from the top down - should be held accountable for implementation and the overall success.

How is this plan different from a Student Success Equity Plan (SSEP)?

Our Educational Master Plan states that we will *"Improve the student success rates of all ethnic, gender and disability groups for all major indicators of student outcomes so that they will be comparably high with no more than 5% variance between each group".*

The Student Success Equity Plan is intended to help guide our student engagement and pedagogical praxis as well as aid us in working together toward this common goal. It should be strategically aligned with the division or department's boarder equity plan and updated annual. This report should serve as a critical lens for assessing successes and reporting data in the annual program review.

What does it entail?

1. Director of Equity meets with the Dean and Department Heads
2. Director of Equity attends a Division meeting to introduce the process/vision
3. Division or Department members volunteers or nominate individuals to serve on their respective Equity Core Team
4. One member of the Equity Core Team will volunteer to also serve as the Equity Action Committee liaison, committing to attend at least one EAC meeting monthly.
5. The Equity Core Team will guide the Division/Department in identifying shared goals and objectives as well as making sure the SSEP is updated annually and reviewed by each department.

Getting Started:

1. Set the context for your internal work
2. Strengthen your team
3. Identify your equity core and liaison
4. Engage in a internal climate survey/assessment
5. Meet with the Director of Equity

Equity Core Teams

Equity Core teams are groups of 4 -5 people within each division representing various perspectives and departments. These teams consist of individuals deeply committed to institutional equity and social justice praxis. This group will work together on guiding the equity planning process within their division. Specifically, the equity core team will focus on the following:

- assist and facilitate the development of the annual student-equity report as well as a 5-year comprehensive division equity plan
- liaison with other divisions' equity teams, Equity Action Council (EAC), and with the Equity Office as needed
- provide quarterly updates on progress, successes, and challenges to the EAC (via meeting attendance and discussion)
- provide supportive guidance to each department in the division as they work on implementing the equity plan

Each division will have flexibility and choice regarding the areas of equity, social justice, and multicultural education to focus on as well as format, structure, and process of engagement. Moving forward, each division is asked to commit to updating their student equity plans annually, conducting every five years a much deeper equity strategic plan and climate assessment. The goal is to support the campus community in not only closing the racial and teaching achievement gap/opportunity gap but to also deepen our sense of cultural humility and develop skills for helping each person, and especially, our most vulnerable students, faculty, and classified professionals thrive.

Divisional Equity Liaisons

The role of diversity equity liaison is being created to formalize a partnership and institutional linkages between the Office of Equity, the Equity Action Committee, and De Anza's 16 divisions. The divisional liaisons will serve on both their division equity core team as well as the Equity Action Committee. They will provide invaluable insight and guidance regarding divisional concerns, challenges, implementation successes, and effectiveness of campus equity and social justice efforts.
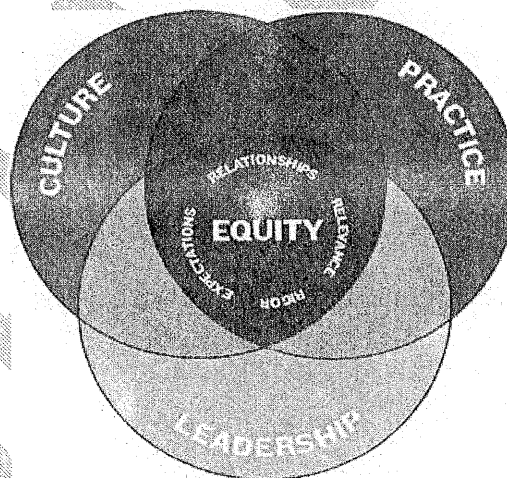
The divisional equity liaisons –in partnership with their equity core team- will also support their respective divisions in completing, implementing, and evaluating their annual equity plans. Equity liaisons' will work closely with their dean, EAC, and Office of Equity to identify critical areas of growth and help guide strategic planning efforts related to these equity plans.

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Equity Planning Checklist

The process of division or department equity planning is an exciting opportunity to reassess shared vision, mission, and goals and focus on deepening practices that will result in educational equity. Additionally, an essential component of equity planning is considering the shared values we bring to our work and how best to put the values of equity, social justice, and multicultural education into daily practice.

An important first step in this process is securing your guidance or leadership team; an equity core team. In order to have these conversations, which can be difficult, it is important to have a leadership team (i.e., equity core team) committed to guiding the process, deepening their own cultural humility, and modeling the virtues of social justice consciousness. The accountable person for pulling together the equity core team may be the Equity Action Council Liaison or another member of the team. It is recommended that this team meet weekly for strategic planning and shared support. The following checklist is a tool to assist the equity core team in preparing to guide the equity planning process.

Equity Core Team members will have an opportunity to attend an orientation and skills building workshops annually.

"Equity is not about equal treatment of all students. Rather, it is about equal outcomes achieved by individualizing the instruction and support for each and every student. Equity is about all students succeeding, especially when measured according to differences such as race, ethnicity, socioeconomic status, gender, language, family background—the list of diversities within our students goes on and on. This effort has been traditionally referenced as "closing the achievement gaps" between students from the dominant White middle-class norm and students from traditionally underserved or oppressed populations. Building equity in education shifts the focus of responsibility for academic achievement from the students to the professional administrators and teachers who are the educators in the school. Students have to do their part, but the adults in the building need to teach in a way so that all students can succeed." http://www.livebookpd.com/equity.php

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Equity Planning Checklist	Completed
1. Confirm Equity Core Team and EAC Liaison. It is recommended that each team consist of five members. Name: _____ Name: _____ Name: _____ Name: _____ EAC Liaison: _____	
2. The equity core team should establish weekly meeting schedule e.g., every Friday from 8-10am. Confirm location and send a calendar request.	
3. Schedule an equity core group training session with the Equity Office. Ext. 5338 • Allow two-hours for training	
4. Set the context for your discussions. • What are your personal hopes and expectations; what brings you to this committee? • Review the concepts of equity, social justice, and multicultural education as provided by the Office of Equity. • Where are you as a group? (e.g., trust, difficult conversations, etc.) • Where do you consider areas of strength and growth within the division/department? • What do you think requires urgent attention?	
5. Get your data. • Request information as needed from Mallory Newell/Institutional Research and Planning • Conduct an informal survey, interviews, or focus group with faculty, staff, and students • Share your report with the Equity Office • Complete an Equity Walk-Thru	
6. With your Dean, help update your annual Student Success Equity Plan. • Submit to the Equity Office Winter Quarter, 2014	
7. Develop an internal Equity Plan in collaboration with your Division/Department and submit a copy to the Equity Office.	
8. Meet with your Division. • Work together to identify equity plan priorities and how best to implement learning • Support the development of equity study/work groups, as needed • Serve as an equity coach, as needed • Update your division/department regularly on issues of equity, social justice, and multicultural education at De Anza • Provide space and time for conversations and shared learning opportunities	

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STUDENT SUCCESS EQUITY PLAN (SSEP)
Annual Report Form

Our Educational Master Plan states that we will *"Improve the student success rates of all ethnic, gender and disability groups for all major indicators of student outcomes so that they will be comparably high with no more than 5% variance between each group"*. This form is intended to help guide our process and aid us in working together toward this common goal. Please respond to the following questions, make 2 copies, and return one to _____ and one to _____ by _____.

Report

Quarter/Year: _____

Division/Department/Work area: _____

Equity Core Members: _____

Coordinator (person responsible for calling the meetings):_____

I. **STUDENT PLANNING and DATA GATHERING**

   a. What information has the Equity Core Team gathered?

      a. What are critical issues facing your most vulnerable students?

      b. How has faculty prepared to meet or address these needs?

   b. What has the division/department work area already accomplished toward student equity?

   c. What student outcomes are you analyzing or intending to analyze? Please rank order all that apply:

Revised 4.25.2013   Equity Office

d. What obstacles/challenges is your Equity Core Group encountering?

II. NEXT STEPS

a. Please list below the top four critical areas to be addressed:

b. Of these four areas, which would you prioritize as needing the most attention next year and why?

c. As you integrate Student Success and Equity planning into your Program Review document, what are you planning to accomplish over the next year? By end of _____.

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SAMPLE - DIVISION/DEPARTMENT EQUITY PLAN

Five Year Plan

Focus Area: ICC on Global, Social, Cultural, and Environmental Awareness

Division/Department Equity and Social Justice Vision: Working in collaboration with the entire De Anza community, the Intercultural/International Studies Division envisions supporting students, faculty, and staff through exceptional programs and classes that enhance personal development, cultural appreciation, civic capacity, and social justice advocacy skills so that they might continue contributing to our campus, local, and global community in ways that are fully valued and recognized.
Division Mission   The mission of the Intercultural/International Studies Division is to provide programs of study that increase understanding of the many cultures and languages of the world today.
Guiding Principles/Values   IIS Core values: • Grassroots civic-participation in the decision-making process, both internally and externally.   • Professional satisfaction and respectful engagement between classified professionals and faculty.   • Collaboration and dialogue to achieve our vision of equity and social justice through culturally responsive practice both within and outside of the classroom.   • Objective data to inform critical decision-making.
Statement of Diversity and Inclusion   IIS is committed to achieving diversity and inclusiveness among its faculty and classified professional and advocates equality for all students, regardless of race, ethnicity, sex, disability, country of origin, socio-economic status, religion, age, marital status, sexual orientation, or gender identity, in all areas of division engagement, internally and externally. This commitment to diversity and inclusiveness extends to the practices and policies of the IIS Division.
Working Objectives: 1. Instructors will consider how they currently integrate issues of local, national, and global citizenship into their core curriculum.

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2. The Division will engage in a series of conversations on how best to integrate democratic principles into the culture of the division.

3. Each Department within the division will engage in a series of reading, reflection, and application activities on issues of social and cultural diversity.

4. The Division will participate in a day-long training on cultural humility and culturally responsive teaching practices.

5. **The Equity Core team will support the division by sharing resources and tools for more deeply/intentionally integrating issues of environmental and social justice content into the curriculum through a series of division teach and learning forums.**

Action Items	Steps	Who is Responsible	Timeline/Progress Achieved

How will we define success?

How will we measure our progress over the next year?

Office of Equity

SOCIAL JUSTICE & MULTICULTURAL EDUCATION

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DIVISION/DEPARTMENT EQUITY PLAN

Five Year Plan

Division/Department Equity and Social Justice Vision:			
Working Objectives:			
Action Items	**Steps**	**Who is Responsible**	**Timeline/Progress Achieved**

How will we define success?

How will we measure our progress over the next year?

Equity Office

A Commitment to Praxis: Our theory of change in practice

Equity planning is a process-tool for putting our mission and core competencies into daily practice.

De Anza College Mission Statement
De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world.

Institutional Core Competencies
De Anza College fulfills its missions by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:
- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Global, cultural, social and environmental awareness
- Critical thinking

Key Concept Guiding the Equity Planning Process

"**Equity** is not about equal treatment of all students. Rather, it is about equal outcomes achieved by individualizing the instruction and support for each and every student. Equity is about *all* students succeeding, especially when measured according to differences such as race, ethnicity, socioeconomic status, gender, language, family background—the list of diversities within our students goes on and on. This effort has been traditionally referenced as "closing the achievement gaps" between students from the dominant White middle-class norm and students from traditionally underserved or oppressed populations. Building equity in education shifts the focus of responsibility for academic achievement from the students to the professional administrators and teachers who are the educators in the school. Students have to do their part, but the adults in the building need to teach in a way so that all students can succeed." - http://www.livebookpd.com/equity.php

Cultural Humility as a Path to Educational Equity

Cultural humility is a lifelong process of self-reflection, self-critique and commitment to understanding and respecting different points of view, and engaging with others humbly, authentically and from a place of learning (Tervalon & Murray-Garcia, 1998). Tervalon and Murray-Garcia developed this concept while addressing disparities and institutional inequities in the field of public healthcare.

Cultural humility is a unique framework for moving us toward equity. It is a philosophy that addresses the role of power and privilege in a system, as well as the imbalanced power of voice and power to make decisions (i.e., the power **over** and the power **to**). Moreover, it is critical to

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ensure campus commitment and consistency. Understanding institutional, interpersonal and internalized oppression is also an essential and ongoing aspect to this approach to organizational transformation.

Cultural humility upholds each individual or community group as the experts and teachers on the content of their personal culture. Thus, creating time and space for sharing personal stories, worldviews, approaches to trust building, team building, and community dynamics should become part of the day-to-day strategy for inclusion and our campus community development.

Cultural humility asks that we meet each person where he or she is by suspending judgment and resisting the need to impose personal values, beliefs, "truths," and notions of right and wrong. By doing so, we reduce the harm of prejudice and oppression and open opportunities for equity. Meeting each person where he or she is, challenging and naming assumptions and biases, sharing the hidden rules of success, and redefining the cultural norms of an organization are part of deepening individual and campus cultural humility.

Social Justice The Center for Economic and Social Justice provides the following definition for social justice, which guides our work in the Equity Office. Social justice is the virtue that guides us in creating those organized human interactions we call institutions. In turn, social institutions, when justly organized, provide us with access to what is good for the person, both individually and in our associations with others. Social justice also imposes on each of us a personal responsibility to work with others to design and continually perfect our institutions as tools for personal and social development. Social justice encompasses economic justice.

> *A Working Definition of Social Justice:* Social Justice is a process, not an outcome, which (1) seeks fair (re)distribution of resources, opportunities, and responsibilities; (2) challenges the roots of oppression and injustice; (3) empowers all people to exercise self-determination and realize their full potential; (4) and builds social solidarity and community capacity for collaborative action. – UC Berkeley, School of Social Work

Multicultural Education: Multicultural education has been broadly defined by various scholars and practitioners in the fields of early childhood through higher education. The following is a summary provided by National Association of Multicultural Education (NAME) to explain this critical approach and how it can be applied regardless of the institution of education. What's more, this explanation should serve as a starting place for deeper understanding as well as one that most closely informs the theoretical underpinnings of the De Anza College Equity Office.

> "Multicultural education is a process that permeates all aspects of our campus practices, policies and organization as a means to ensure the highest levels of academic achievement for all students. It helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diverse groups. It prepares all students to work actively toward structural equality in organizations and institutions by providing the knowledge, dispositions, and skills for the redistribution of power and income among

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diverse groups. Thus, school curriculum must directly address issues of racism, sexism, classism, linguicism, ablism, ageism, heterosexism, religious intolerance and xenophobia.

Multicultural education advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking. In addition, teachers and students must critically analyze oppression and power relations in their communities, society and the world.

Campus Resources:

- Office of Equity, Social Justice, and Multicultural Education

- The Office of Staff and Organizational Development

- Equity Action Committee

- Multicultural Staff Association

- Institute for Civic and Community Engagement

- Intercultural and International Studies Division

- Institutional Research and Planning

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