

De Anza College
Equity Plan Re-Imagined
Spring 2021

Background

Through a collaborative process, De Anza College Senior Staff called upon Alicia Cortez (Dean of Equity and Engagement), Mayra Cruz (Child Development Instructor) and Mallory Newell (Institutional Researcher, Co-Lead) to evaluate and assess the college's current equity plan. The tri-chairs invited a cross sectional group of faculty, staff and administrators to form an Equity Inquiry Team. Upon review of the current plan, the Inquiry Team felt the plan fell short of the bold and innovative strategies the college will need to undertake to create a culture that is equity and racial equity focused which can dismantle longstanding inequities embedded throughout the campus. The Team met weekly over the spring 2021 quarter and developed the equity plan re-imagined which includes 7 key strategies, activities for each strategy, a responsible lead, to ensure action key tasks to achieve and a timeframe. The plan was presented to all shared governance groups including College Council at the end of the spring quarter. At the beginning of the fall 2021 quarter the Senior Administration charged the oversight, implementation and evaluation of the plan to College Council, with regular updates to College Council.

The College's [2019-20 equity plan](#) was submitted to the state Chancellor's Office and reviewed by the Center for Urban Education (CUE). CUE found that of the 43 activities reported in the plan, 73% were identified as program and structures with a significant number focused on student services (15% dealt with policy, 5% with race conscious capacity building, 2% capacity building general, 2% culturally relevant curriculum, 2% other and 2% insufficient information). Further, 11% specifically engaged instructional faculty members while 85% do not, and 4% were unclear. For the majority of activities submitted, instructional faculty were not specifically part of the activity, which CUE indicated was an area for improvement in the plan.

The CUE review included: "The plan would benefit from a definition of equity and a focus on racially minoritized students. The plan instead uses an all-students approach and consequently focused on students as the targets of change, rather than the systemic inequalities in practice and policy."

The recommendations include:

1. Create equity activities that explicitly **align** the race-specific metrics to race-specific activity descriptions.
2. Focus on specific **racially minoritized** student populations rather than on all students.
3. Adopt **equity-minded language**, including operationalizing a **definition of equity** for the college.
4. Include **transfer-specific** equity activities.
5. Include **equity-minded inquiry** as a strategy to better understand inequities.
6. Work to incorporate more classroom-focused equity efforts and **engage instructional faculty**.
7. Include **evaluation** plans using **disaggregated racial data**.

8. Align equity planning with AB 705.

Equity Inquiry Team Members

Alicia Cortez (Dean of Equity and Engagement, Co-Lead), Mayra Cruz (Child Development Instructor, Co-Lead), Mallory Newell (Institutional Researcher, Co-Lead), Melissa Aguilar (Co-Director, Student Success Center), Erick Aragon (Faculty Coordinator Outreach & School Relations), Cheryl Jaeger Balm (Math Faculty), Yvette Alva Campbell (STEM Director), Chesa Caparas (Faculty Coordinator), Karen Chow (Academic Senate President), Luisa Eloy (DASG Student Representative), Erika Flores (Program Coordinator), Monica Ganesh (English Performance for Success Counselor), Patty Guitron (Counseling Center Chair), Claudia Guzman (Office of Professional Development), Melinda Hughes (EAC Tri-Chair, EOPS Faculty Director), Mylinh Pham (History Faculty & EAC member) Elvin Ramos (SSH Dean & EAC member), Elsa Jimenez-Samayoa (Biology Faculty), Deborah Taylor (Nursing Department & EAC Tri-Chair), Noemi Teppang (International Students Counselor), Dawn Lee Tu (Office of Professional Development), and Casie Wheat (Assessment Center Supervisor)

Equity Plan Re-Imagined Strategies

1. Adopt the equity framework (racial equity + six success factors = equity framework).
2. Assess student needs from disproportionately impacted communities.
3. Develop an equity vision that drives our equity work.
4. Partner with administration to advance and uphold the vision in all college endeavours.
5. Collaborate with the Faculty Senate, Faculty Association, Classified Union, Classified Senate, and College Council to promote/create a culture of equity-based evidence and practices with faculty and staff and administrators.
6. Develop best practices with each department, program or unit based on research. Apply the continuous improvement cycle, assessed and improved in the next 3, 6, 9 and 12 months.
7. Show financial investment in all equity work.

Strategy 1: Adopt the equity framework.

- ✓ Review the proposed framework
- ✓ Obtain input from all groups: students, affinity groups, governance groups, unions
- ✓ Design a professional development and learning strategy for all employee groups to create equity-minded and racial equity focus student services, curriculum and student support (an actionable strategy), including the development of practical applications and metrics dashboard
- ✓ Develop greater awareness of the six success factors and racial equity (activities that areas can do including faculty-focused activities) and informed by data the survey response

Strategy 1 Activities:

Activity	Collaboration	Key Tasks	Begin Date
Review the proposed equity framework	Equity Team Leads	Present framework to all groups including College Council	Spring 2021
Implement the equity framework	College Planning Committee	Develop measurable actions to carry out the framework aligned to Board priorities and leadership goals.	Fall 2021
Design the equity framework	Office of Communications	Create an image of the equity framework	Fall 2021
Design a professional development and learning strategy for all employee groups to create equity-minded and racial equity focused student services, curriculum and student support (an actionable strategy), to include the development of practical applications and metrics dashboard	Staff & Organization Development Director	Research high impact practices in professional development student services, communication, instruction (curriculum, classroom and student support).	Fall 2021 and Winter 2022
	Vice-President of the area working with constituency groups	Select 1-2 practices to implement (see strategy #5) campus wide specific to student services, communication, instruction (curriculum, classroom and student support).	Fall 2022
	Equity Faculty Director	Establish the format including evaluation, and timeline to offer training.	Fall 2022
	Staff & Organization Development Director	Offer professional development activities.	Fall 2022
	Equity Faculty Director	Assess training effectiveness (impact on student outcomes for racial groups).	Ongoing

Strategy 2: Assess student needs from disproportionately impacted communities.

- ✓ Administer a survey of student needs
- ✓ Work with Guided Pathways to conduct a qualitative phase
- ✓ Modify plan strategies and activities according to the results
- ✓ Share results and data with stakeholders to inform high-impact strategies

Strategy 2 Activities:

Activity	Collaboration	Key Tasks	Begin Date
Assess student needs from disproportionately impacted communities, quantitative and qualitative in collaboration with Guided Pathways team	Researcher, EAC with the Equity Office Guided Pathways	Engage the inquiry team in the development of a student needs survey	Spring 2021
	Researcher	Administer survey, compile and analyze results.	Spring 2021
	Researcher with EAC	Modify plan strategies based on the results.	Fall 2021
Implement the qualitative phase	Researcher, EAC with the Equity Office Guided Pathways	Determine resources needed to conduct the qualitative phase with Guided Pathways.	Fall 2021
		Conduct the qualitative phase in consultation with Guided Pathways team and De Anza Student Government.	
		Share results and data w/ stakeholders to inform high impact strategies.	
Annually administer survey	Researcher	Revise as needed and share with stakeholders	Ongoing

Strategy 3: Develop an equity vision that drives our equity work.

- ✓ Develop and articulate a student equity-focused and race-specific vision
- ✓ Develop incentives for those closing the equity gaps
- ✓ Establish a baseline of racial equity at De Anza that is embedded in all foundational documents to create a common understanding of equity and racial equity.

Strategy 3 Activities:

Activity	Collaboration	Key Tasks	Begin Date
Adopt an equity vision that drives the campus equity work	College Planning Committee	Develop and articulate a student equity-focused/race-specific vision	Fall 2021
		Organize and calendar a visioning session and include diverse stakeholders (governance and affinity groups) including diverse ethnic representation.	
		Share with Governance committees and campus wide forums/events.	
		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.	
Develop incentives for those closing the equity gaps (i.e., award with money, public recognition through communication tools)	College Planning Committee	Explore incentive and recognition programs. Develop the De Anza Equity & Racial Champions Recognition Program (including a rubric to assess impact) (see State Guidance, DA Equity Champion Award) Examples: <ul style="list-style-type: none"> • spotlight instructors with high success rates and closing of equity gaps for racially minoritized students 	Spring 2021

		<ul style="list-style-type: none"> • incentivize faculty to welcome others in their class/Canvas practices focused on racial equity and success factors • invest in the Instructional Skills Workshop (ISW) training • encourage and incentivize faculty participation in ASCCC Faculty Empowerment and Leadership Academy (FELA) and other academies • create/offer an equity pedagogy-focused campus wide training program for faculty and link overload assignment incentive to completing training • create a professional learning cohort (communities of practice) i.e., Puente faculty community 	
<p>Establish a baseline racial equity at De Anza with foundational documents to create a common understanding of equity and racial equity.</p>	<p>College Planning Committee and Office of Equity</p>	<p>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.</p> <p>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)</p> <p>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.</p>	<p>Fall 2021</p>

Strategy 4: Charge and engage administration in advancing and upholding the vision in all college endeavors.

- ✓ Administration established an accountability team to monitor implementation of the equity plan.
- ✓ Incorporate key racial equity strategies at all levels and ensure transparency and accountability; areas may include:
 - Accreditation
 - Tenure Review
 - PGA/PAA
 - Program Review
 - Professional Development & Learning
 - Equity training for new hires
 - Student evaluations
 - Conference and travel funds applications
 - Hiring process and EEO reports (i.e., hiring decisions report by race; interview questions focused on equity and racial equity)
 - Faculty evaluations

Strategy 4 Activities:

Activity	Collaboration	Key Tasks	Begin Date
Partner with administration in advancing and upholding the vision in all college endeavors.	President with Senior Staff, Deans, Academic Senate, Faculty Association, Classified Senate, DASG with College Council representation	Administration establishes an accountability team to monitor the implementation of the equity plan.	Fall 2021
		Secure course release for FT faculty and/or paid time for PT faculty, and reallocation of job tasks for classified professionals.	Spring 2022
Establish measures to monitor and assess accountability and equity competency.	President with Senior Staff, Deans, Academic Senate, Faculty Association, Classified Senate,	Examples of equity competency 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-	Spring 2022

	DASG with College Council representation	exclusionary discipline, restorative practices, inclusive teaching and pedagogy	
	College Planning Committee and Office of Communications	Establish a communication strategy to report progress on accountability and equity competency.	Spring 2022
	President	Provide a State of the College focused on equity (including racial equity) quarterly to the Campus (townhalls, other).	Winter 2022
	Institutional Research	Post equity and racial equity efforts publicly on the college website.	Fall 2021
Develop a mandatory training for senior staff, administrators, and governance leaders.	Senior Staff and College Planning Committee	Training topics may include: non-violent communication, bystander intervention, anti-bias, organizing, organizational development, listening campaign, etc.	Spring 2022
Examine the faculty evaluation process pre and post, tenure process to include a focus on retention of faculty and students of color.	President, Unions, Academic Senate	Union, academic senate and administration collaborate to consider the development of a personal statement in faculty evaluation, for tenure and promotion to include a discussion of contributions to institutional equity, racial equity and inclusion.	Fall 2022
Incorporate key racial equity strategies at all levels of college transparency and accountability.	President	Areas may include: Accreditation, PGA/PAA, - Program Review, Professional Development & Learning including equity training for new hires, Student evaluations, Conference and travel funds applications, Hiring process and EEO reports (ie. hiring decisions report by race; interview questions focused on equity and racial equity), faculty evaluations, tenure review	Fall 2022

	Faculty & Classified Union, Academic Senate and Professional & Org Development	Set tone for all new hires by including a discussion about equity and racial equity goals and initiatives during new hire orientation.	Fall 2022
	College Planning Committee, all stakeholder groups	Have all stakeholders define what racial equity means contextualized within their area.	Spring 2022
	College Planning Committee, DASG	Develop resources for students to use their voice for meaningful engagement with all college processes.	Spring 2022
Establish and define concrete metrics for key racial equity strategies.	Senior team, managers with divisions and departments	Metrics may include: retention, student success, professional development, others to identify	Spring 2022

Strategy 5: Academic Senate, Faculty Association, Classified Senate, and College Council to promote/create a culture of equity-based evidence and practices with faculty, staff and administrators.

- ✓ Integrate an “equity portfolio” to show evidence of equity and racial equity work in the classroom, embedded in the curriculum and throughput student services (for all employee groups)

Strategy 5 Activities:

Activity	Collaboration	Key Tasks	Begin Date
Collaborate with Academic and Classified senates, Unions, DASG and College Council to promote/create a culture of equity-based evidence and practices with faculty, staff and administrators.	Faculty Senate, Classified Senate, Unions, DASG, with College Council	Integrate an “equity portfolio” to show evidence of equity and racial equity work in the classroom, curriculum and student services (for all employee groups and students)	Spring 2022
		Form a representative workgroup/taskforce to research, review and recommend an “e-Portfolio” tool for purchase.	Winter 2022
		Develop and implement an “e-Portfolio” training series, campus wide and in individual departments	Fall 2022

		and programs, including an agreement on deliverables from participants	
	Professional Development Director and Equity Faculty Director	Develop a “train the trainers' program” to build campus capacity.	Fall 2022
		Develop a strategy to recognize and celebrate individual’s equity and racial equity work included in the e-Portfolio.	Spring 2023
	Faculty Union & Academic Senate	Include the adopted e-Portfolio in faculty evaluations and the tenure process (negotiation item).	Fall 2023
	Planning and Budget Teams	Explore how the e-Portfolio can become part of the Program Review process.	Spring 2023

Strategy 6: Develop high-impact practices for each department, program or unit based on local, state and national research.

- ✓ Create a plan that addresses racial equity and the six success factors to be implemented by Student Services, Communication, and Instruction (curriculum, classroom & student support) to include 3, 6, 9 and 12-month activities and tasks
- ✓ Apply the continuous improvement cycle to assess and improve.

Strategy 6 Activities:

Activity	Collaboration	Key Tasks	Begin Date
Develop high impact practices for each department, program or unit based on local, state and national research.	VP of Student Services and VP of Instruction, AVP of Communications	Create a plan that addresses racial equity and the six success factors to be implemented by Student Services, Communication, and Instruction (curriculum, classroom & student	Fall 2021
		Apply the continuous improvement cycle, assess and improve.	
Student Services: Identify, examine and implement high-impact practices focused on racial equity.	VP of Student Services and VP of Instruction	Explore ways to integrate counseling and academic advising into the Guided Pathways villages to ensure that racially minoritized students (in cohorts and not in cohorts) have access to Counseling services	

		Explore ways to develop a campus wide faculty advisor program integrated with Guided Pathways villages (i.e., Faculty mentor program in CDE, Appreciative advising program)	
		Explore high impact practices and adopt a model program to bridge Student Services and Instruction	
		Financial commitment for learning communities including counseling courses and create spaces to improve retention for disproportionately impacted and racially minoritized students	
Office of Communications: Identify, examine and implement high-impact practices focused on racial equity.	AVP of Communications	Establish department/program specific communication plans to increase internal and external awareness of programs with the focus on racial equity.	Fall 2021
		Rethink the branding for Equity efforts for the whole College.	
		Communicate or share success stories of faculty, students, and classified staff focused on racial equity.	
Instruction, Curriculum, Classroom & Student Support: Identify, examine and implement high-impact practices being utilized in instruction to include curriculum, classroom & student support.	VPI, Deans, Department Chairs, EAC	Recommend the implementation of these high impact and effective practices for 3-, 6-, 9- and 12-month implementation in programs and areas as well as in Guided Pathways. Practices to explore for adoption:	Fall 2021
		Equity E-Portfolio (individual employees)	Date?
		SLOs to address racial equity and six student success factors	Date?
		Credit for prior learning as an equity lever	Date?
		Competency Based-Education in CTE as well GE (1-year) and Work-Based Learning	Date?

		Faculty Summer Bridge Program (focus on racial equity, culturally relevant pedagogy, and anti-racism)	Date?
		Cultural Curriculum Audit of courses (use outside groups to partner to complete audits)	Date?
		Equity training for new hires (classified and faculty)	Date?
		Program areas develop annual assessments (SLOs, SSLOs, AUOs) based on racial equity + six factors of success in a continuous review cycle	Date?
Develop a plan for train the trainer model on high impact equity and racial practices (peer to peer training opportunities)	Professional Development Director and Equity Faculty Director	<p>Examples to include in the plan may include:</p> <ul style="list-style-type: none"> • Paid incentive to do the work • Create opportunities focused on getting the work done (professional development days, flex days, department meetings, division meetings, etc.) • Host workshops on the six factors of success and how they can be implemented in the classroom: Equity Curriculum inventory, syllabus review, welcoming strategies, checking in strategies, office hours more welcoming 	Winter 2022

Strategy 7. De Anza administration commits to financial investments in all equity work.

- ✓ Examine equitable strategies implemented and secure resources to fund all equity work.

Strategy 7 Activities:

Activity	Collaboration	Key Tasks	Begin Date
Examine equitable strategies implemented and secure resources to fund all equity work.	President and Senior staff with PBTs	Align policies and budgets to student success and equity goals. 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. Increase investments in intentional strategies designed to achieve student success and equity goals and the elimination of systemic racism. (Board Priorities 1, 3, 4) Develop a rubric to evaluate budgets and resource allocations that are equity and racial equity focused <ul style="list-style-type: none"> • Budgets aligned with racial equity work or incentivize budgets • Tie funding to program review equity and racial equity focus outcomes 	Fall 2021
Develop a budget process that is inclusive of stakeholders and that is equity and racial equity focused.	President and Senior staff with PBTs	Include but not limited to, <ul style="list-style-type: none"> • 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 high impact practices and/or components proven to work i.e., MPS • Invest in college/division programming that reaches racial groups i.e., Speakers series 	Fall 2021

		<ul style="list-style-type: none">• Explore opportunities for part-time faculty to receive additional pay and collaborate with the Classified Union to explore compensation for equity work.• Collaborate with the District HR to allocate funds to recruit BIPOC faculty• Establish an employee incentive program align with equity goals• Establish PGA-PAA for all equity related professional development activities (negotiated item)	
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