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| Developing Divisional Equity Plans | April 18  2014 | |
| The main focus of this session is an introduction and overview of the campus-wide equity planning process, its linkages to the institutional core competencies, mission and values as well as divisional roles and responsibilities. | | ***Facilitated by Dr. Cynthia Kaufman, Director, ICCE and Dr. Veronica Neal, Director, Equity Office*** |

**WELCOME AND CHECK-IN**

**Workshop Overview:**

Outcomes for the workshop with Veronica and Cynthia include the following:

* participants will consider strategies for conceptualizing its main priorities around equity
* participants will express with confidence that they understand how civic capacity for equity and social justice can serve as a lens for initial divisional analysis of strengths and areas of growth
* participants will be able to articulate a similar understanding of the internal / external nature of our equity work at De Anza and how this builds on our core competencies, values, and mission
* participants will express confidence that they are ready to begin the process of equity planning with their divisions

**Agenda:**

* Welcome and Check-in
* Overview of Equity Planning Process and Dates to Know
* Conceptual Framework: Cultural Humility, Equity, Social Justice, and Civic Capacity for Equity and Social Justice
  + Reflective Questions
* Closing and Whip Around Check-out

**OVERVIEW OF EQUITY PLANNING PROCESS AND TIMELINE**

**Why are we doing equity work?**

We want to build a campus that works for **all** of us and **all** of our students.

**What do I need to know about the equity planning process?**

There is a State mandate that each community college reports on their equity goals and challenges as well as their action plans. The Office of Equity, in conjunction with Mallory Newell and Rowena Tomaneng, are leading a steering committee with the input from equity core teams that is producing a report, which is due *November, 2015*.

**What am I responsible for?**

Deans: Guiding the equity process and making sure the division is engaged.

Department Chairs: Assist with gathering narrative data about the culture of the division from a departmental perspective. They will begin the process by using the following handouts (available from your Dean, Equity Core Team or Equity Office): *Starting the Dialogue for Equity Planning* and *Department Equity Planning Analysis*. Please return to your Equity Core Team as these are completed.

Equity Core Team Members: 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 in practice. This group will work together on guiding the equity planning process within their division. They will assist and facilitate the development of the annual student equity report as well as a 5-year comprehensive division equity plan. Their ongoing work will include helping identify best practices to amplify and challenges to overcome.

Liaisons: The divisional liaison is a member of the equity core team who also serves on the Equity Action Council (EAC). They will provide ongoing updates to the EAC and gather additional support tools and resources to share with their equity core team.

Faculty and Classified Professionals: Assist with the equity process as needed; support and champion the work of the equity core teams and participate in the departmental process.

**How does the equity work connect to program review?**

There are equity questions in your program review, which should be informed by your equity planning work. These questions are related to the student success equity plan (II-A.1 -3).

**What is due and when?**

Department Handouts: *Starting the Dialogue for Equity Planning* and *Department Equity Planning Analysis* are both due to your division Equity Core Team early enough so they can develop the division-wide annual student success equity report.

Annual Student Success Equity Report: June, 2014

Draft Five Year Division Equity Strategic Plan: May 1, 2016

**Activity: Reflective Pair-share**

Please share with your partner what you see as your role in the equity planning process.

How do you feel about this process and your involvement?

What questions do you have?

What are you excited about?

What are you concerns?

**WHAT IS CULTURAL HUMILITY?**

Cultural Humility is a personal and institutional way of being or philosophy in practice. Cultural humility is a personal and intuitional path to equity that upholds the following:

1. Culturally humble individuals are committed to lifelong learning and critical self-reflection.
2. Culturally humble individuals understand that power and privilege dynamics are always at play during interpersonal interactions. They look to acknowledge and remedy these imbalances in an effort to encourage that everyone can enjoy full participation and fully contribute to the interaction.
3. Culturally humble individuals are committed to voicing their experiences and observations around organizational inconsistencies. They are committed to helping the institutions they work in reflect the value of cultural humility and equity by challenging process and practices that limit full and meaningful participation of all members.
4. Culturally humble individuals respect the voice and experiences of others as the experts of their own experience. They do not hold to stereotypes or past experiences with “like others” but seek to understand each person as unique individuals with rich histories, needs, experiences, and perspectives that are equally valid. Culturally humble individuals allow themselves to be moved/transformed by new information and experiences while seeking to meet each individual where they are.

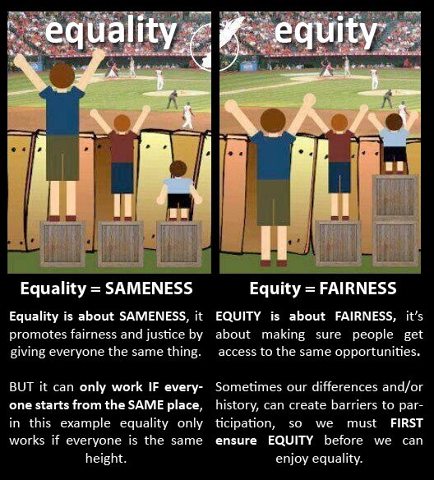
This list is based on the research and writing of: Tervalon, M., & Murray-Garcia, J.(1998, May). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. Journal of Health Care for the Poor and Underserved, 9(2), 117-25.

**Practices that foster cultural humility:**

1. Skilled Dialogue (authentic communication without defensiveness, nonjudgmental, seeking to learn and understand vs. pushing an agenda, not a discussion or debate)
2. Self-reflection and Critique (reflective practitioner, identity politics… what’s in it for me?)
3. Transformational Conflict (difficult conversations, real-time feedback, observational learning)
4. Negotiation (power analysis, shared-decision making, ability to change/flexibility)
5. Inquiry (personal and group, coaching conversation, powerful questions)

Reference: Neal, V. (2010)

**WHAT IS EQUITY?**



**WHAT IS SOCIAL JUSTICE?**

Social Justice is a process, not an outcome, which (1) seeks fair 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

**PRACTICES THAT FOSTER EQUITY**

In schools that foster equity:

1. Schools embrace the belief that all students can be academically successful
2. Administrators put the talents and experience of teachers to their best use
3. Faculty and staff regularly communicate across teaching areas and programs and are eager to learn from one another
4. Staff use student assessment data to identify areas where students can improve and where their own teaching strategies can be adjusted to meet students’ needs
5. A culture of student-centered learning predominates
6. Educators persist in addressing academic barriers to learning, collaborate with colleagues in identifying solutions to barriers, and participate in schoolwide intervention strategies;

This list is based on the Study: Expecting success: A Study of five high-performing high- poverty schools. (2002).Washington, DC: Council of Chief State School Officers. Ragland, M.A., Clubine, B., Constable, D., & Smith, P.A.

***Reflective Pair-Share:***

* 1. What are some ways De Anza in general is doing these things well?

* 1. What are some ways your work area is doing these things well?
  2. What are some areas of improvement for De Anza?
  3. What are some areas of improvement for your work area?

**DEVELOPING CIVIC CAPACITY FOR EQUITY AND SOCIAL JUSTICE**

**Civic Capacity is:** the ability to make a difference, to have the knowledge, skills, and motivation be an agent of change in the world.

**Equity is:** openness to people as they are, and to the realities and circumstances they bring to a situation, it means beginning an interaction by meeting people where they are at, and taking their needs seriously.

**Social Justice is:** the ideal of a world where everyone has an equal ability to realize their capacities.

**To have civic capacity for equity and social justice means** that we want our students to see themselves as active agents who have the skills and the motivation to act in these four areas of life to bring about outcomes where people are met where they are and treated with respect to be able to build a world in which people can realize their capacities.

**There are many ways that we can help develop our students’ civic capacity for social justice and equity. Here are some general ideas to spark thought:**

**As instructors we can:**

1. Make linkages between our disciplinary content and the problems of the world, our local communities, and the lives of our students and possible solutions.
2. Model being engaged citizens. Our students will learn about being engaged world citizens from the way we model it.
3. Have students work on developing solutions to real world problems in their assignments in ways that are centrally related to course content.
4. Ask students to do some form of civic engagement as part of their course work. For example, we can ask students to engage in work that tries to solve a community problem or serve our community. We can help students understand the importance of their engagement and deepen content learning by asking them to reflect on what they learned.

5. Share with our students our own sense of the importance of being informed about the world by beginning classes with information from news sources about things that we are concerned about, even when these are not related to our curriculum.

6. Talk to our students about the importance of keeping informed.

7. Engage in activities that develop a sense of agency in our students. This can be accomplished by asking them to do complex tasks that require creative problems solving and pursuing their own interests and passions.

8. Encourage thoughtful and respectful debate and dialogue.

9. Remind ourselves to remain curious about the world and willing to accept new ways of learning.

10. Encourage our students to develop strong social bonds with each other across differences and in ways that create community in the classroom.

11. Invite organizers and activists to speak to students to demystify the process of social change.

12. Create an environment where students feel free to ask lots of questions.

13. Discuss the social construction and history of the disciplines so students understand the politics involved in the recreation and dissemination of knowledge.

**As administrators we can:**

1. Work to foster a campus culture where employees and students value civic engagement, by supporting civic engagement and community service initiatives.

2. Work to foster a campus where people feel that their voice matters and where there in a opening to hearing the voices of people not in the normal chain of command, and where the projects initiated by members of the community are taken seriously and acted upon.

3. Provide professional development to faculty and staff that supports civic capacity for equity and social justice.

**As classified staff we can:**

1. Attend to the human relationships in our work area and encourage people to take initiative with civic engagement in mind. We can include students as creative agents in our work areas by letting them take initiative and solve problems themselves.

2. We can think of the environmental, social, and cultural implications of choices we make in our work.

Cynthia Kaufman, Director, Institute of Community and Civic Engagement. De Anza College 10/13. You are welcome to use and repurpose this document for any non-commercial purpose.