



Equity Minded Practitioners

Oct 5, 2020

www.canyons.edu/equity



CANYONS COMPLETES

To be Equity-Minded in Education is to...

Acknowledge, and **empathize** with disparate life-experiences contributing to inequalities/gaps in educational outcomes.

Attribute those inequalities/gaps to unfair structural/political/environmental/ social/cultural/ historical practices and policies that have created barriers (deliberately or unintentionally) for individuals to improve their life opportunities through educational achievement.

Respond to these barriers with deliberate efforts to eliminate them, and co-create more fair and just higher education institutional policies and practices that account for disparate life-experiences and foster healthy inclusion **through inquiry, shared dialogue and reflection.**

STUDENT EQUITY

Agenda

- Intro/Welcome First-time Participants
- **Hiring Procedures**
- **Board Policy**
- **Digital Equity Walks**
- Updates
- Efforts (HSI, Courses)

AP 7120A Hiring Procedures – Contract Faculty (Tenure-Track)

Overview (full document PDF separately attached)

It is the intent of the Board of Trustees and the District that policies and procedures ensure the hiring of college faculty who are expert in their subject areas, skilled in teaching, serve the needs of a diverse student population, are willing to foster overall college effectiveness, and are sensitive to and representative of the diversity of the district.

Faculty members and administrators participate in all appropriate phases of the hiring process. All faculty hiring processes shall be characterized by strict confidentiality.

These hiring procedures are subject to review and revision at the request of the Academic Senate, the Administration, or the Board of Trustees. Such revised procedures shall be developed and approved before replacing the previous hiring procedures.

Reference: Education Code Sections 87100 et seq., 87400, and 88003; ACCJC Accreditation Standard III.A.1

Dr. Diane Fierro introduced documents and addressed questions. Group discussed various related to Hiring Policies/Practices providing suggestions.

Topics: How to reduce Implicit Bias (e.g. remove Names)? Internal/External Candidates, .
Details in separate document

SCCCD Board Policy 7100

Commitment to Diversity

(last revised/approved 2008)



The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

(Approved 05/14/08)

Reference: Education Code Section 87100 et seq.; Title 5, Section 53000, et seq.

Discussion Points: in
separate document

Resource for constructing Diversity Statements

Promises and Pitfalls of Diversity Statements: Proceed with Caution

“These studies suggest that diversity statements be **aspirational, emphasize autonomy, and express a value for difference.**”

Pitfall: Organization members believe diversity goals have been achieved

Promise: Create aspirational statements

“We do not discriminate” vs. “the vast majority of people in our organization are working hard to achieve a welcoming, diverse, and inclusive environment.”

Pitfall: Controlling messages provoke backlash

Promise: Emphasize personal autonomy when promoting diversity

Controlling vs autonomy (e.g., “I enjoy relating to people of different groups,” “It’s fun to meet people from other cultures”) or controlling (e.g., “It is socially unacceptable to discriminate based on cultural background,” “I should avoid being racist”).

Pitfall: Colorblind messages appeal to some groups and repel others

Promise: Define diversity broadly

Define diversity broadly “we strive to embrace diversity in all its forms—identity, culture, background, experience, status, abilities, and opinions.”

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6309930/>

CALIFORNIA CODE OF REGULATIONS, the *first* time a diversity, Equity, and inclusion statement was added to the CCCCCO section in Title 5 Ed code (**Chapter 2.5, Division 6 Diversity, Equity, and Inclusion in the California Community Colleges**)

Section 51200. Intent of the Board of Governors

It is the intent of the Board of Governors that the statement on Diversity, Equity, and Inclusion set forth in Section 51201 be the *official position of the Board of Governors and the California Community Colleges on their commitment to diversity and equity in fulfilling the system's educational mission and that it should guide the administration of all programs in the California Community Colleges, consistent with all applicable state and federal laws and regulations.*

CALIFORNIA CODE OF REGULATIONS

Section 51201. Statement on Diversity, Equity, and Inclusion in the California Community Colleges

(a) With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future.

(b) Embracing diversity means that we must intentionally practice **acceptance, anti-racism, and respect towards one another** and understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others.

(c) In order to embrace diversity, we also acknowledge that institutional racism, discrimination, and biases exist and that our **goal is to eradicate these from our system**. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

(d) To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. **This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals.** In service of these goals, the California Community Colleges are committed to fostering an anti-racist environment that offers equal opportunity for all.

(e) As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity, anti-racism, and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences **can include, but are not limited to the following dimensions:** race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation.

Equity Walks

- *The Equity Walks help in recognizing student needs to support equity.*

Foodbank is tucked away, elevators signage etc, restroom signage.

Digital Equity Walks

- Identify digital barriers for navigating COC
- Scenarios
- Cross-functional groups

Discussed the option of holding 'equity walk' during EMP meeting.

Put hold on calendars, promote widely, invite students (e.g. Alliances)

List of current Course Offerings that directly pertain to topics of Diversity, Equity and Inclusion

- Intro to Race and Ethnicity SOCI-106
- Introduction to Chicana/o Culture SOCI-107
- Latin American Civilization HIST-240
- History of American Indians HIST 230
- Introduction to African-American Literature -ENGL-270
- The African American Experience in the U.S. Prior to 1877; 1877 to present -HIST-116 & HIST-117
- Sociology of Sexualities SOCI-230
- Human Sexuality PSYCH-230
- Intro to LGBTQ+ Studies SOCI-130
- Role of Women in US History HIST-120
- Psychology of Gender Roles PSYCH-235
- American Multicultural Literature ENGL-262
- Multiculturalism in the U.S. SOCI-105
- Intro Social Justice Studies SOCI-104
- Intercultural Communication COMS-256

NONCREDIT:

- Career Skills class on Social-Diversity Awareness.
- Two courses on Human Trafficking Awareness and Prevention that lead to a certificate of completion.

<https://www.canyons.edu/academics/schools/ppl/csec.php>

Others?

How do we spread the word/promote these courses to students?

Make lists available on website, and add which requirements each course would meet.

Build Certificate program?

California Senate voted 30-5 to pass **Assembly Bill (AB) 1460**, a bill that requires all California State Universities (CSU) to implement a **three unit ethnic studies course as a requirement for graduation**. *What can we do at COC?*

HSI Campus-wide Campaign



U.S. Department of Education defines an HSI as an institution that has an enrollment of students that is at least 25% Hispanic. Makes institutions *eligible* for federal funds (e.g. Title V grants)

Not widely known

Currently COC does not have a logo/branding

Examples from other Institutions

Opening the opportunity to students to create one and submit to the group.

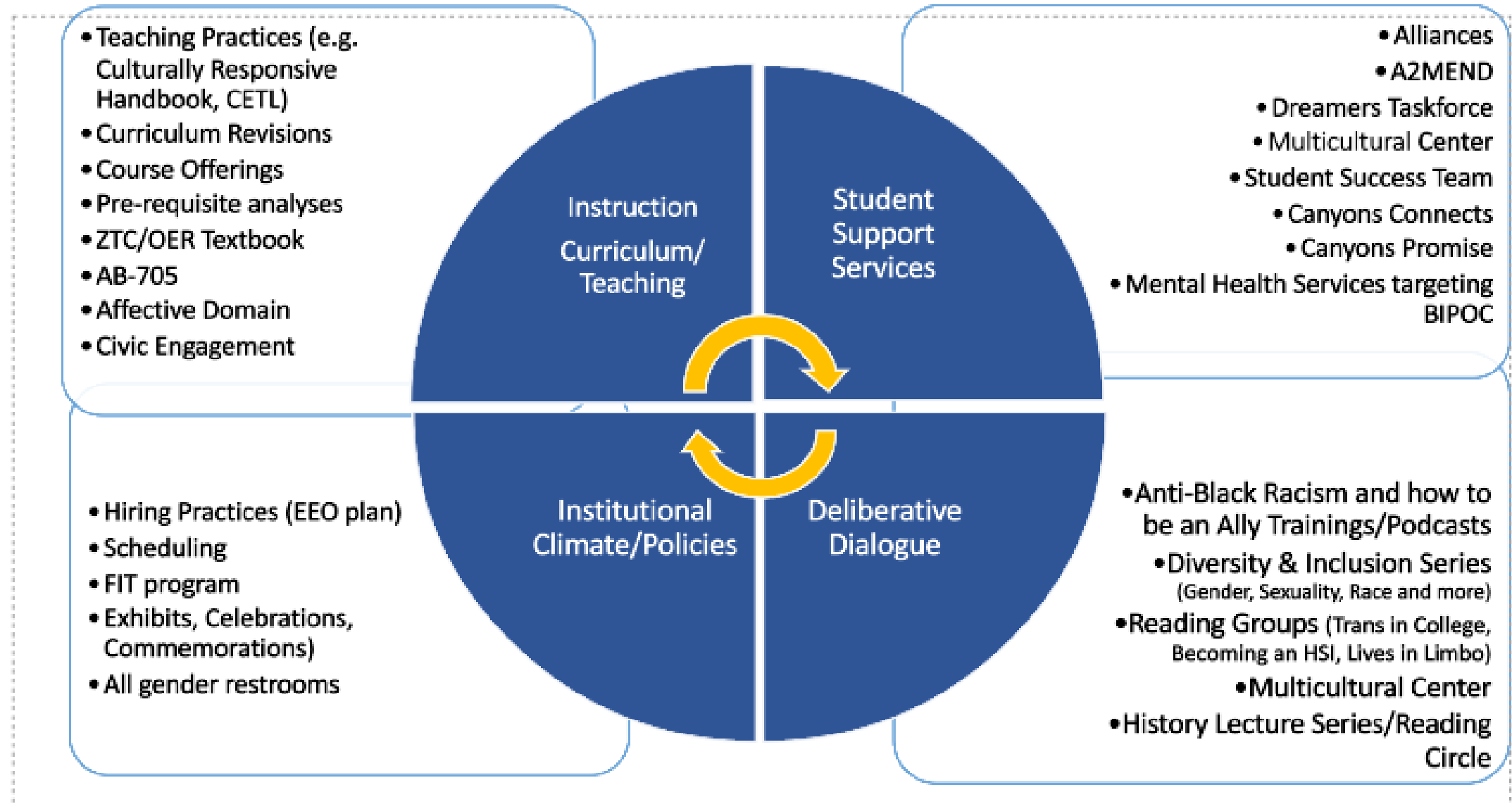


If students are interested in designing, please contact

Contact: Vida.manzo@canyons.edu



Diversity, Equity & Inclusion (DEI) Efforts



EMP Fall meetings

Wednesday, October 28th , 3pm
Monday November 19th , 3-4:30pm
Thursday December 3rd, 3-4:30pm

Next meeting

Final input on:

Board Policy Diversity statement
Full-time faculty hiring procedure.

Reading group Share-out
Digital Equity Walks

