Developing Equity Mindedness
from the Inside Out[1]

REFLECT TO IMPACT YOUR PRACTICE
INSIDE the CLASSROOM
INSIDE your DEPARTMENT
INSIDE your COLLEGE

REFLECT TO IMPACT YOUR PRACTICE

- Test yourself for Implicit Biases using the test developed by Harvard. There are many different biases, utilize Project Implicit to test multiple identities.
- Reflect and identify your personal biases, assumptions, and privileges. Take a look at this "Wheel of Privilege and Power" graphic to help grapple with intersectionality and positionality.
- Attend campus training specifically focused on equitable pedagogy (watch the FTLC Calendar and Flex Day schedules) and/or off campus such as CORA Learning. Remember you can apply for Professional Development funding to cover costs!
- Enroll in the District's Implicit Bias training--required to serve on hiring committees.
- Review the Asé Power Consult Cañada College Internal Equity Report from 2021. [https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:942d3ce3-27a2-3da7-b0d1-27a5673ff4fa]
- Read and reflect on equity articles with your peers or trusted colleagues. Here is a list of some articles collected by EAPC (Cañada's Equity and Antiracism Planning Council).
- Review the District Antiracism Council's resources https://smccd.edu/antiracismcouncil/resources.php.
- Watch the National Equity Project's Focal Students: Equity in the Classroom.
- Attend a conference with equity as a theme such as the White Privilege Conference, NCORE, Creating Change, Facing Race, Othering & Belonging, Puente Equity Summits, etc., and share what you learn.

INSIDE the CLASSROOM

1. Design your course syllabus with equity in mind. The Cañada College Syllabus Guide includes suggestions and examples for an inclusivity statement, supportive rather than punitive language, language about disability accommodations, student support services, and Title IX compliance--and lots of other good advice!

---

[1] Adapted from CCSF Office of Student Equity.

2. Consider cost and accessibility when ordering your course materials. Keep in mind that for some students, ebooks might be more challenging to use both for class and for exams, especially in light of some disability accommodations.

3. Consider using zero-cost textbook options through Open Education Resources (OER), with an eye to those that specifically bring an equity or diversity lens to the content. Start at https://canadacollege.edu/ztc/faculty.php.

4. Consider representation in your course materials. Ensure you are exposing students to scholarship and materials by and about BIPOC and other marginalized communities.

5. Include your pronoun in your email signature and zoom ID; learn about the importance of pronouns and names [Why Pronouns Matter from the NEA].

6. Learn students' preferred names and pronounce them accurately.

7. Speak and create materials in plain and understandable language, rather than in educational jargon. This is one of our Educational Master Plan goals for the college!

8. Rather than assume you know the educational trajectory of your students, offer a student questionnaire or other activity that helps you learn the particular needs or goals of the individual students in the room. [Student Questionnaire Sample]

9. Meet each student where they are; equal treatment does not result in equity. Assess the needs of each student with care and flexibility and keep in mind that many of our students are first-generation college students who may be unfamiliar with college but often have other forms of "cultural wealth." [https://scalar.usc.edu/works/first-generation-college-student-/community-cultural-wealth.10]

10. See difference; celebrate difference, including neurodiversity and physical disabilities. Check the basis of your judgments and assumptions.

11. Remember that Disability Accommodations are not a "handout" or an extra perk, they are legally required and must be honored. Reach out to the Disability Resource Center staff if you have questions about how to meet a student's accommodations.

12. Consider Anti-Oppressive Universal Design for Learning principles when developing course policies and practices, including late work, make-up, or revision policies that consider students' learning needs, as well as your own workload.

13. Consider establishing community guidelines for your classroom. The list from GLSEN [https://www.glsen.org/activity/guidelines-respectful-gsa-spaces] is helpful as a start.

14. When referring to groups of people, consider using more inclusive references like "we" rather than words that restrict gender (such as "you guys"), are othering or not inclusive. Share this resource for inclusive terminology to use in writing with your students as well!

15. Notice where your classroom attention is--do you focus more on particular parts of the room? Are there certain groups of students who participate more? Whom you call on more? Those who participate less? Examine your teaching patterns/movements to determine optimal inclusivity.

16. Voice--give students opportunities to share their views and experiences with each other and with you, and to make connections between the course material and their lived experiences.
17. Choice--give students choice and a chance to justify their choices when choosing course materials to work with or methods of assessment, when appropriate.
18. Do not lower course standards; rather, enhance awareness and inclusivity, attention to diversity of ideas, skills and non-cognitive experiences.
19. Model Equity-mindedness (with ideas from this list!) to your students so that they can treat one another in kind and improve group work and peer interactions.

INSIDE your DEPARTMENT
1. Review the current policies and practices in your department or program and make equity recommendations.
2. Workshop syllabi language and department policies with your colleagues to identify places where information could be clearer.
3. Determine departmental boilerplate language for policies and procedures that improve and promote equity.
4. Co-present an equity-related workshop or discussion to your department or program.
5. Form a community of practice with your department colleagues to develop your equity and antiracist pedagogy. Ask your equity leads on campus for support!
6. Invite equity leads to your department meetings for a refresh on current college Equity initiatives, data, and/or to troubleshoot and brainstorm ideas to improve equity in your department.
7. Invite your own department's equity-trained faculty to present their best practices and what they learned as part of their equity training.
8. Examine your course and program-level equity data as a department to determine where students might be getting stuck; workshop possible remedies with the support of the equity coordinators.
9. Discuss equity as it relates to the diversity and inclusivity of your department's faculty and staff: what cultural competencies do we lack or neglect when relating to our colleagues?

INSIDE your COLLEGE
1. Bring an equity mindset to the table in large meetings.
2. Attend the monthly EAPC meetings. Attendance is open to all.
3. Join and become a voting member of the [Equity and Anti-Racism Planning Council](#) (EAPC).

4. Participate on a hiring committee after completing the required district implicit bias training.
5. Present an equity-related workshop or discussion on Flex Day.
6. Join--or start--an Employee Resource Group! (Check EAPC's website for more information)