Creating An Equity Lens
Ongoing Meeting Notes

4/19/24

Present: Daniela Kingwill, Andrea Alexander, Kerry Loewen

Guest: Matthew Long

Maybe we recommend that the District create a definition of Equity. Maybe recommend that the District adopt an Equity Audit that areas can use to evaluate their programs.

There are several initiatives going on at the District, so this should be tied in to that work.

Look at Draft Board policies

Outcome/Work Product: (see Appendix E for an example)

Recommendation Document

Write your conclusions based on your research question(s) or hypotheses

a. Creating an Equity Lens for the SRJC District

b. Equity Lens: Andrea Alexander, Daniela Kingwill, Kim Starke, Kerry Loewen, Vanessa Luna Shannon

c. Background/Context

Refer to your Problem Statement for this information

WHY IT MATTERS

A clear understanding of the definition of equity is necessary for institutional consistency in order to actively engage in, and ultimately facilitate, meaningful conversations related to equity for students and employees on our campuses. Creating a shared understanding of key terms and language commonly used in dialogue related to equity, diversity, inclusion, and social justice among all employees and students at the District may lead to cohesive and equitable implementation of programs and services which will benefit all student populations.

AIMS AND OBJECTIVES

The aims and objectives include:

- To implement a pervasively known mental mindset that calls attention to patterns of inequity in student outcomes through the District.
- To encourage practitioners to use an equity-minded frame so that they are willing to take personal and institutional responsibility for the success of students and critically reassess the District's and their own practices.

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- To encourage all stakeholders of the District to exhibit equity-minded thinking and demonstrate an awareness of the social and historical context of exclusionary practices in American postsecondary education.
- To create methods and tools for areas of the District to evaluate and audit their areas using an equity framework to center the needs of current and future students.

PROBLEM STATEMENT

Disproportionately impacted students experience less success than less-impacted peers, resulting in attrition or extended time to degree or certificate completion.

Santa Rosa Junior College District (SRJC) does not have a pervasively shared definition of equity, as well as tools and methods to implement it in our work, resulting in inconsistent implementation of DEIAA initiatives district-wide contributing to inequitable outcomes for disproportionately impacted student populations.

d. List of Recommendations

Clearly state the proposed course of action or recommendation. Specify what action is being proposed, why it is necessary, and how it will address the identified problem or opportunity.

e. Impact/Objectives

List the specific objectives or goals that the proposed action aims to achieve. Refer to your Aim/Objectives and Impact from your Problem Statement

We recommend that the District initiate a process by which the college will create a definition of equity. This is necessary for institutional consistency in order to actively engage in, and ultimately facilitate, meaningful conversations related to equity for students and employees on our campuses. This will include creating a shared understanding of key terms and language commonly used in dialogue related to equity, diversity, inclusion, and social justice among all employees and students at the District.

Following this, we recommend the District create methods and tools for areas of the District to evaluate and audit their areas using an equity framework to center the needs of current and future students.

f. Attachments

Timeline: List any additional documents, data, or supporting materials that accompany the proposal, such as research reports, financial projections, or project plans

References: [need to add here]
Submit to co-chairs for feedback and wordsmithing. Then send to the whole committee for a vote. See Recommendation Document at link:
Recommendation Document

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4/5/24

Present: Daniela Kingwill, Andrea Alexander

Guests: Kerry Loewen, Aaron Solorio

Definition of Equity - at the district level we don't have a shared definition.

Equity Audit - we can look at the DRD department's audit.

Connect equity statement to mission statement of the district?

3/1/24

Present: Christine McLarty, Kimberly Starke, Daniela Kingwill, Andrea Alexander

Decolonization of curriculum in various departments - Blair Lamb mentioned that might be too specific to look at.

2.2.2024

Present: Christine McLarty, Kimberly Starke

INTRODUCTION

WHY IT MATTERS

A clear understanding of the definition of equity is necessary for institutional consistency in order to actively engage in, and ultimately facilitate, meaningful conversations related to equity for students and employees on our campuses. Creating a shared understanding of key terms and language commonly used in dialogue related to equity, diversity, inclusion, and social justice among all employees and students at the District may lead to cohesive and equitable implementation of programs and services which will benefit all student populations.

AIMS AND OBJECTIVES

To implement a pervasively known mental mindset that calls attention to patterns of inequity in student outcomes through the District. Encouraging practitioners to use an equity-minded frame so that they are willing to take personal and institutional responsibility for the success of students and critically reassess the District's and their own practices. Encouraging all to exhibit

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equity-minded thinking and demonstrate an awareness of the social and historical context of exclusionary practices in American postsecondary education.

PROBLEM STATEMENT

The general problem is that the Santa Rosa Junior College District (SRJC) does not have a pervasively shared definition of equity resulting in inconsistent implementation of DEIAA initiatives district-wide.

[inequitable outcomes for disproportionately impacted student populations.]

The specific problem is that disproportionately impacted students experience less success than unimpacted peers resulting in attrition or extended time to degree or certificate completion.

B. RESEARCH QUESTION(S)

Does a consistent understanding/ shared definition of equity improve Student Learning Outcomes and successful completion of credit courses.

SECTION 2. RESEARCH METHODOLOGY

A. DATA SOURCES

We suggest looking at successful completion rates. We would ask volunteers in a department to use an equity lens rubric to evaluate course syllabi in a specific course.

OR: We could look at a department who has recently worked on decolonizing their curriculum to see if there are better (or if there is a change in) completion rates than before. Look at currently updated pedagogy. Does it impact successful completion rates? Disaggregate the data to see if there is any difference between DI students and non-DI students. [There is a limit to the data we can really understand if we only look at passing and failing a course.]

Qualitative information: Ask students if they were more interested in the subject. Did their interest in the subject keep them coming to the class? Was the material engaging enough to have students continue?

B. DATA DEFINITIONS

Add Text

SECTION 3. DATA ANALYSIS/FINDINGS

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Add Text

SECTION 4. DISCUSSION & RECOMMENDATIONS (FOCUS ON POLICIES & PRACTICES)

A. LIMITATIONS OF THIS INQUIRY

Add Text

SECTION 5. CONCLUSION

A. IDENTIFYING WHO, WHAT, AND WHEN WHEN WOULD BE NEEDED TO IMPLEMENT THE RECOMMENDATIONS.

12/1/23

Present: Kim Starke, Vanessa Luna Shannon, Andrea Alexander, Christine McLarty, Daniela Kingwill

1. Write a summary of where you are and what you have left to do, revisiting your timeline and next steps.
    a. Still working on a shared definition of equity - what is the value? How is it applicable? Is there a recommendation from the Chancellor? https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Student-Service/What-we-do/Student-Equity

    b. **We looked at this document and found this definition that we all like:**

    ⓦ EDI Living Glossary Draft January 2023.docx
    Definition:

Equity	State in which all people are given what they specifically need (fair treatment, access, resources, opportunities), regardless of individual differences, to achieve equal outcomes.

Vision for Success (Chancellor's Office): https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Student-Service/What-we-do/Student-Equity

c. **Equity Audit**:
https://srjc.sharepoint.com/:p:/s/StudentReadyEquityMindedTransformational/EUdj9Raqk2hLpBPm04fkWQgBn_0aJKFZ6iaa2DBQxZSWjA?e=yhbbcY

Look at the DRD Board presentation of the Equity Audit and then create a template from it. Bring it back to ISSC and then make recommendations. Start with programs that connect with SEA funding to do initial Equity Audits.

Ideas:
Put template on Canvas for accessibility.
Look at Psychology Canvas shell regarding curriculum equity (i.e. decolonizing curriculum).
Data coaching

Homework: Look through all the resources we've gathered, synthesize them, and put them forward to the ISSC at large.

d. What is the next step - who would it go forward to after that?
(Look at the SEP spreadsheet under the Student Equity Plan 2.0 Action Team.)

Be concrete about when you can deliver a proposal, and who you believe should receive the proposal
Suggestion: draft a recommendation to the VPSS regarding administrative procedures (Board Policy?), or how we go about implementing the Board Policy.
Recommendations for faculty would go to the Academic Senate.
Who would own the product? Who would update it?
Give recommendations to Matthew and Michael, who would take it to Cabinet.

11/17/23

Present:
Andrea Alexander
Daniela Kingwill
Kim Starke
Vanessa Luna Shannon

A. Working on a communication with a representative of College Council to recommend change to Board policies: Board Policy 8.1.17P and Board Policy 8.1.17 . We intend to make a recommendation to College Council.
Background: We had made a recommendation to College Council regarding our ISSC name change to Student Equity Committee.

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B. Working on a shared definition of equity.
1. Professional Resource Team - document with many resources:

2. Equityinstitute.com (through Skyline College) - maybe someone from this group could attend an event. Who would we request to go to an institute? Institutionalize an Equity Committee? Expensive? Skyline has hired "Rooted in Love."
3. USC Race/Equity/Inclusion group? They have a listserve with webinars.

11/3/23

Present:
Daniela Kingwill

More resources to consider:
- **The RP group Glossary of Terms**
- **Allen Hancock College DEI site**

10/20/23

Present:
Andrea Alexander
Daniela Kingwill

10/6/23

Present:
Andrea Alexander
Daniela Kingwill
Kim Starke
Michael Hale

Andrea Alexander's findings:

Mesa definition and information

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Ongoing Meeting Notes

At Mesa, equity is a student-centered approach to fostering a culture of success for historically marginalized students. In our roles as faculty members, student services practitioners, staff, and administrators, we pursue equity through principles of inquiry and data-informed decision making. We will achieve equity when we see parity in outcomes across racial/ethnic groups, as well as other disproportionately impacted groups within higher education. We work within integrated and equity-minded systems to ensure that everyone has what they need to succeed during their time at Mesa College.

At San Diego Mesa College, equity is a fundamental value and goal. We will know we have achieved equity when we see parity in outcomes across racial/ethnic student groups, as well as other groups that have been historically marginalized within higher education. Our commitment to equity requires that minoritized students have access and support across all campus systems, from application to completion. We aim for equity in access and opportunities for all. At Mesa, equity is student-centered. Our professional community respects students and their contributions, listens to students, and responds to students' different needs without stereotyping. We aim to provide opportunity to all students regardless of their educational goals. We are here to set students up for success and we acknowledge all the different facets of our students' identities. We pursue equity through a culture of inquiry and data-informed decision making in the classroom and across campus areas. We are working to approach difficult conversations about systems of oppression with skill and humility. Mesa is committed to developing interventions based upon robust data collection and following through on our new ideas with inquiry into the success of their implementation. We aspire to work within integrated and equity-minded systems to ensure that everyone has what they need to succeed during their time at Mesa College.
https://www.sdmesa.edu/about-mesa/current-initiatives/guided-pathways/18-19_MPC_ Maxey.pdf

I also attended a training on AI and played around with it and got this:

In a community college setting, "equity" refers to the principle of ensuring fair and just opportunities, resources, and outcomes for all students, regardless of their background, identity, or circumstances. It emphasizes the removal of systemic barriers and the provision of support and resources necessary for every student to succeed academically and personally.

Equity in a community college setting means recognizing and addressing disparities in access to education, resources, and support services that may exist due to factors such as race, ethnicity, socioeconomic status, gender, disability, or other forms of diversity. It

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involves actively working to level the playing field and create an inclusive environment where all students have an equal chance to excel and achieve their educational goals.

This can include initiatives like targeted support programs, culturally sensitive teaching practices, and policies that promote inclusivity and diversity.

Chat GPT

<mark>Kim Starke's findings:</mark>

*"**Equity** is the fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society."*

The above is from: Kapila, M., Hines, E., & Searby, M. (2016, October 6). *Why diversity, equity, and inclusion matter.* Independent Sector. https://independentsector.org/resource/why-diversity-equity-and-inclusion-matter/

The ranking considers three aspects of equity: Social Mobility (recruiting and graduating low-income students); Research (producing cutting-edge scholarship and PhDs); and Service (encouraging students to give something back to their country) (Washington Monthly [62]). Also in the USA, the Social Mobility Index (SMI) is an explicit effort to shift policy focus away from historical conceptualisations of higher education prestige to encourage institutions to compete around factors which improve access. The SMI considers five main variables: tuition fees (the higher the fees, the lower the ranking); economic background of students; graduation rate; early-career salary outcomes for graduates; and endowment or donations to the college (the higher the endowments, the lower the ranking) (CollegeNet, [11]). In 2017, The Equality of Opportunity Project published its (US) college-level data on the percentage of students from lower-income families who reached higher income quintiles by their early 30s (Equality of Opportunity Project [22]).

Equity refers to achieving parity in student educational outcomes, regardless of race and ethnicity. It moves beyond issues of access and places success outcomes for students of color at center focus.

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Equality v Equity. Equality in education is achieved when students are all treated the same and have access to similar resources. Equity is achieved when all students receive the resources they need so they graduate prepared for success after high school. Domain 1: aspiration

Aspiration is a complex construction, encompassing issues of identity, social expectation, preferences, understandings of certain possibilities and the capacity and resources to realise these aspirations (Gale et al. [25]). Research has established that, along with financial costs, a key barrier to higher education participation by low-SES students is a perception by many in the target group that higher education is neither appropriate nor of value to them (Dow et al. [21]).

Universities can play an important role in their local areas and regions in nurturing higher education aspirations for equity-group students. A prime example of this is the provision of outreach activities; most notably aspiration-raising programs targeted senior secondary school students (Austin and Heath [1]; Perna and Swail [45]). Evaluations have established the effectiveness of such activities (e.g., Gale et al. [24]; Hahn et al. [29]). Further, Australian universities receive funding for outreach and aspiration-building programs through a national funding system—the Higher Education Participation and Partnerships Program (HEPPP)—so a ranking system needs to at least consider the extent to which institutions impact on aspiration. However, providing metrics for aspiration faces formidable technical challenges, both in terms of the disentanglement of factors affecting aspiration but also the systems required to collect data on it. Theoretically, it would be possible to collect data in several ways. Longitudinal surveys are a regular feature of social data collection, such as the Longitudinal Surveys of Australian Youth, or the United Kingdom Household Longitudinal Study. Data is also collected by many individual institutions to gauge the effectiveness of their outreach activities. However, in the case of Australia and elsewhere, there is no widespread nor systematic collection of data of the aspirational activities undertaken by Australian higher education institutions, though informal evaluations occur regularly at the individual, programmatic level. Therefore, no reliable indicators for the Aspiration domain were available for this study. Domain 2: academic preparation

Prior academic achievement is the primary indicator of subsequent academic success (e.g. Gemici et al. [27]). It is an important consideration when exploring equity issues because academic potential has been shown to be influenced by socio-economic factors (e.g. Department of Education Employment and Workplace Relations [17]; Lim et al. [38]). Within secondary schooling systems, tertiary-specific academic programs are sometimes provided. Furthermore, higher education institutions frequently run their

own tertiary-preparation programs. The most common are enabling programs, which attract higher than average enrolments from equity-group students (Hodges et al. [31]; Pitman et al. [48]).

A 2011 review found that approximately 50% of students enrolled in all enabling courses were identified as being from several equity groups such as Indigenous students, regional and remote students and low

SES status students, compared with 30% of all domestic undergraduate enrolments (Lomax-Smith et al. [40]). Once again however, reliable data that adds value do not yet exist for the domain of Academic Preparation. Therefore, no reliable indicators for academic preparation were available for this study. Domain 3: access and participation

As identified earlier in this paper, access and participation remains one of the cornerstones of higher education equity policy and practice internationally as well as in Australia. Since the early 1990s, Australian higher education policy formulated at the national level has focussed on relative targets or goals (e.g. Bradley et al. [5]; Department of Employment Education and Training [18]). Although no relative goals currently exist, the underlying principle that higher education participation should aspire towards proportional representation remains in place.

In Australia, there are several, high-quality data sources from which access and participation indicators can be constructed. These include offers to study, acceptances and deferrals of offers and enrolments. However, these indicators are mostly measuring the same elements of access and participation, with minor variances. Therefore, inclusion of one renders the others redundant. Of all indicators, it was determined that the most relevant was enrolment data, where the specific equity group's enrolment was measured as a proportion of the control student population.

It may also be important to consider not only which institutions students enrol in, but which degrees. In Australia, positive employment outcomes are more highly correlated with the course the student studied, than the institution they graduated from (e.g. Graduate Careers Australia [28]; de-indentfied), with the influence of degrees in STEM (Science, Technology, Engineering and Mathematics) and 'elite' courses such as Medicine being particularly noticeable. The examination of access and participation patterns in such courses contextualizes overall trends in participation (see for instance, Bastedo and Gumport [2]), but is problematic in a ranking if higher education institutions vary significantly in terms of overall courses offerings and in some cases, course delivery. Whilst enrolment in elite degrees is an important consideration for higher education equity policy, by definition, an institutional ranking system will not be

able to properly capture its influence, compared with a ranking focused on a single type of course and degree (e.g. undergraduate STEM enrolments).

In Australia, a recent study on graduate earnings by Koshy ([34]) finds no evidence for an earnings premium among 'elite' universities, which they suggest indicates that '...these effects have diminished over time due to some form of convergence in the reputations of Australian higher education institutions, perhaps through the movement of newer institutions into traditional course offerings such as Medicine and Law, which account for a significant share of the wage differentials seen between graduates' (p. 8).

On the basis of these arguments, in this study only an indicator for higher education enrolments was included for the Access and Participation domain. ==Domain 4: first-year experience==

As the name suggests, the First Year Experience domain relates to 'surviving' the first year of study, the criticality of this having been well-established by research (e.g. Luzeckyj et al. [41]; Southgate et al. [57]). The first-year experience encompasses aspects such as establishing a sense of belonging, adjusting to studies, managing finances, succeeding in subject and of course, continuing to the second year and beyond. Many groups of students under-represented in higher education can feel a stronger sense of alienation in the first year, compared to other students (Reay et al. [54]). Support programs and pastoral care are essential for many students, as they struggle to balance personal and work commitments with study, as well as establish a sense of purpose and belonging (Bexley [3]).

Many stakeholders consulted throughout this project reinforced the importance of first-year retention, with some describing it as the most important equity indicator of all. In Australia, retention is defined as any student who commenced a course in 1 year and continued in the next. The Government also calculates success rates, referring to the proportion of units passed in the first year divided by all units attempted. Success is an important consideration for a number of reasons; chief among them being that (a) higher success rates set up a positive feedback loop for the student and improve future study outcomes and (b) higher success rates reduce both the amount of time and cost of studying higher education, by avoiding repeating units.

Another means by which the first-year experience might be assessed is through a national student 'experience' survey, in which more than 200,000 students participate annually. However, it was determined that a ranking system would not prioritise student satisfaction over first-year retention and success. Thus, any data collected through the surveys would have little if any effect on the final rankings. Therefore, indicators for

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first-year retention and first-year success were included for the First-Year Experience domain. Domain 5: progress during higher education study

In Australia, equity group students regularly report lower levels of completion from higher education studies, compared to the general cohort (e.g. Department of Education [15]; de-identifed). The same pattern is found in other nations' higher education systems (e.g. Johnes and Taylor [33]; Office for Fair Access [44]; Strayhorn [59]).

The Government regularly conducts cohort analyses to analyse completion rates (Department of Education [14], [15]) and the associated reports provide valuable data for the higher education sector. Completion can be assessed at multiple points, i.e. 4, 6, 8 or 9 years after the cohort enrolled. There was a majority view in the stakeholder feedback process that completion should be assessed at the further end of the spectrum, i.e. at the 9-year point. This was due to the perception from some stakeholders that certain groups of students take longer to complete and taking an earlier point of comparison would bias against some institutions.

Other aspects of completion were also considered for indicators; namely time to completion; and completed share of 'elite' degrees. The major objection to time to completion is that 'timely' is a subjective construct (Higher Education Standards Panel [30]). Also, using a measure of student satisfaction was also considered. However, the reservations for using an 'elite' degree indicator and/or a student experience indicator in this domain were the same as those expressed for using them in the Access and Participation, and First-Year Experience domains (see above).

Therefore, only an indicator for degree completions was included for the Progress during Higher Education Study domain. Domain 6: graduate outcomes

A recent study of Australian graduates found most equity group students experienced below-average graduation outcomes, whether in terms of median salary, full-time employment or securing permanent or open-ended contracts (Pitman et al. [49]). Again, the pattern is repeated in other countries (Britton et al. [6]). Further studies in higher education are also an outcome directly attributed to undergraduate success. Overall, these graduate outcomes are shaped by student academic performance, course undertaken and a range of other factors shaping job choices and opportunities (Li and Dockery [37]). In Australia, research suggests the lower level of participation of students from low socio-economic backgrounds in postgraduate education may reflect 'thin' undergraduate educational experiences, with a greater proportion enrolled part-time, and in external and multi-modal modes of study (Bell and May 2016). For this reason, graduate outcomes needs to be identified in the broadest sense possible.

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Two broad spheres of graduate outcomes were identified: employment and further study. Within these two spheres, it was possible to construct multiple indicators, delineated by factors such as how soon after graduation the measurement was taken; whether graduate was full-time, part-time or 'under' employed; whether the job was relevant to the degree studied; salary level; or whether the postgraduate studies were in an elite field. Data for all these indicators were available through two student surveys: one taken less than 12 months after graduation, and the other more than 3 years after graduation. For the less-than 12-month survey, the advantage is that contact details for graduates were relatively current and there tended to be more responses to the survey. For the greater-than 3-year's survey, the primary advantage was more time for employment outcomes to be realised; however, fewer survey participants responded. For this exercise, the less-than 12-month data was preferred, to improve sample sizes. Furthermore, a relatively broad measure of graduate outcome was preferred, denoted the 'earning or learning' indicator. As the name suggests, this indicator measured whether, within 12 months of graduation, the student was either employed, undertaking further studies, or both. Therefore, an indicator for earning-or-learning was included for the Graduate Outcomes domain.

Daniela Kingwill's findings:
Equity Shared Definition

See comments in the document above for a lot of rich "discussion" that we previously had in ISSC.

Board Policy 8.1.17

It shall be the policy of the Sonoma County Junior College District to strive to achieve Student Equity (see "a" below) throughout the District. It shall be the commitment of the District to promote the full participation and academic success of all individuals including those from all historically underrepresented groups (see "b" below) in all aspects of the college.

The District shall maintain plans and procedures to support this policy including required Chancellor's Office reporting.

a.   Student Equity will be determined to have been achieved when the composition of students who enroll, are retained, transfer, or

achieve their educational goals, mirror the diversity in the District's adult population.

b.   Historically underrepresented groups are considered by the Board of Governors to be women, persons with disabilities, and ethnic minorities (i.e., American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks and Hispanics.)

[Board Policy 8.1.17P](#)

The District will establish a standing committee with representation from all segments of the campus and members of the community to develop and maintain appropriate procedures in this area. The District will also provide appropriate administrative resources and staff support to implement the procedures that have been recommended by the Student Equity Committee.

In order to achieve the greatest possible student diversity and to ensure equal access to the full range of educational opportunities at Santa Rosa Junior College, the Student Equity Committee will develop, implement and monitor the District's Student Educational Equity Plan. The District's plan shall include the following components:

1.   Campus-based research as to the extent of student equity and as to institutional barriers to equity in order to provide a basis for the development of goals and the determination of what activities are most likely to be effective;

2.   Goals for access, retention, degree and certificate completion, ESL and basic skills completion, and transfer for each of the historically underrepresented groups as appropriate;

3.   Implementation activities designed to attain the goals, including a means of coordinating existing student equity related programs;

4.   Sources of funds for the activities in the plan;

5.   Schedule and process for evaluation; and

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6.   An executive summary that includes, at a minimum, the groups for whom goals have been set, the goals, the initiatives that the College or District will undertake to achieve these goals, the resources that have been budgeted for that purpose, and the District official to contact for further information.

 The District shall monitor the success of this policy and these procedures through an annual report to the Board of Governors.

<mark>Michael Hale:</mark>
Academic Senate:
https://academicsenate.santarosa.edu/sites/academicsenate.santarosa.edu/files/documents/dei-competencies-criteria-a11y%20%28003%29.pdf

Faculty evaluations with DEIA component.

See: https://academicsenate.santarosa.edu/current-meeting-materials

And go to **DEIA Competencies Criteria**

Goal: Rubric to evaluate equity in various groups at SRJC

Are there other CCs which have already developed rubrics?

<mark>9/15/23</mark>

Present:
Andrea Alexander
Daniela Kingwill
Kim Starke
Vanessa Luna Shannon
Felix
Aria
Michael Hale

a. Write a summary of where you are and what you have left to do, revisiting your timeline and next steps.
    Our PDA session presented the question of a shared definition of equity.

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Should we come up with a concrete plan of equity audits to present to the college?
Our research question was: What is the work of other colleges in creating equity assessment tools by which they evaluate and assess programs, policies, practices and initiatives, such as Peralta, USC Education Department, San Diego State's Education Department, and Rooted in Love ("Equity Audit" from Mesa College.)?

Shared definition of equity + action (Equity Audit rubric for departments/individuals to use) + use it for Faculty Evaluations

We can use the framework that DRD used to do their Equity Audit

At the end of each meeting, we can create an intention for the next meeting. For example, at the next meeting, we create the definition of equity.

Daniela: Look at meeting notes below for campus definitions of equity
Kim: reach out to Veronica and ask for shared definition of equity
Andrea: talk to Malena and ask for her definition of equity
Michael: reach out to Frank Harris/ Luke Woods
Vanessa: reach out to USC
Felix and Aria: Reach out to Roam regarding the EdD program they are in at SF State

Everyone can look professional associations to see what they have in terms of an equity definition

Review the District's mission, vision, and values
Educational Master Plan

Next meeting: Look at all the definitions, put them up on the "board" and see what they have in common.

b. Be concrete about when you can deliver a proposal, and who you believe should receive the proposal.
c. In what way does your proposal align with other initiatives - SEP 2.0, GP, etc?

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<mark>May 19, 2023:</mark>

Present:
Laura Aspinall (F)
Kimi Barbosa (C)
Vanessa Luna Shannon (A)
Daniela Kingwill (F)
Andrea Alexander (F)
Michael Hale - "Moderator"

Planning PDA:
Choices to guide the conversation.
Shift to: "What do equity outcomes look like in your program?"
"What does equity look like for you in your role?"
"What do you need to make equity work in your area?"
"Centering the margins."
Shared definition?
"Everyone can achieve outcomes regardless of their backgrounds." [This is a place-holder, but we will put a shared definition here.]
Maybe give a 5-10 intro/mini lesson of what equity definitions are widely accepted. They all boil down to outcomes. We will focus on outcomes today.

We can then bring these questions to students. "What would success look like to you? Flexibility? Approachability?"

Then we can walk back to the definition and build from there.

We could possibly send out a direct invitation to classified staff so that they are encouraged to come.
Also, not everyone can come to PDA, so we can work on a survey (follow-up) to the presentation so that more people can participate.

We can do a "role-play" of PDA to see where the holes might be before presenting.

We will take time during the summer retreats to work on the PDA presentation.

Invite the new president to our summer retreat days?

Daniela, Michael and Andrea will be present at PDA for sure. Others may be at retreats to plan the PDA, but not able to attend the PDA.

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Get data from JamBoards: "What does support look like to you?"
From the Spring Back to Action groups.

Invite the new president to our July retreat date.
Summer Retreat potential dates: Thu 6/8, Thu 6/22, Thu 7/13, Thu 8/3
Tentative times: 9am - 12pm

<mark>May 5, 2023:</mark>

Present:
Laura Aspinall (F)
Kimi Barbosa (C)
Vanessa Luna Shannon (A)
Daniela Kingwill (F)
Kim Starke (A)
Andrea Alexander (F)
Michael Hale - "Moderator"

<mark>To Do List:</mark>
☐ **<mark>Fall PDA - submit a proposal (Kimi, Laura, Andrea): Laura turned in a proposal for the August PDA. We can use the workdays in summer to develop the PDA workshop. [PDA Presentation/Equity Lens](#) document.</mark>**

Here's a draft for our PDA workshop description, let me know your thoughts, all edits welcome!

The term "equity" is broadly used at our college, but what does it mean? What qualifies work or programming as equity-based? How do we measure the presence of equity? How do we identify aspects of our college in need of equity work? The Integrated Student Success Committee is interested in working with the college community to develop a shared definition of "equity". This definition will inform ISSC's work in the development of tools for college community members to evaluate their programs, practices, and curriculum for equity.
This session will provide participants with an overview of ISSC's work, plans for the future, and provide opportunity for participants to participate in the development of a shared definition of equity.

On the form I indicated we'd offer this as hyflex so we can have participation online and in person, does that work for everyone? I also requested a room with a large screen and moveable chairs. I will list us all as co-presenters.

Creating An Equity Lens
Ongoing Meeting Notes

- ☐ 1) Confirm your team's charge/leaders/notekeeper
- ☐ 2) Confirm your problem statement
- ☐ 3) Confirm your research questions
- 4) Set your Project Timeline
- ☐ 5) Complete your Inquiry Plan (research methodology)
- ☐ **Review of Academic Literature (summer 2023)**
- ☐ **WTF conference: (Kimi, Kim, Daniela, Michael, Vanessa)**
  ~~Put up questions on posters for students to put answers on. Give free stuff to students who participate.~~
- ☐ Focus group of Student Coaches (Kimi). Kimi can interview some of the current staff (students) to get an idea, and then follow up with more student coaches in fall 2023.
- ☐ We can interview the ESL MOVES group (former ESL students who are working on advocacy for noncredit ESL students).

1) Confirm your team's charge/leaders/notekeeper:
Keep Kimi as lead, and recruit another lead in fall semester. Daniela will stay as notekeeper.

Our charge: Adopt a shared definition of equity across the District. Create a toolkit for the college community to review and evaluate their processes, practices, and decisions, using an equity lens. Create a pathway into applying an equity lens and integrating equity work into all groups across the District.

2) Confirm your problem statement
Draft: SRJC does not have a shared definition of equity. Without this definition, stakeholders may be working with a definition of equity which is not representative of current best practices and research. There is no current measure or metric for evaluating equity work. There is no current standard mechanism for sharing measurable equity work. How do we lead with evidence-based research, i.e. data?

3) Confirm your research questions
4) Set your Project Timeline
5) Complete your Inquiry Plan (research methodology)

April 7, 2023:

Present:

Creating An Equity Lens
Ongoing Meeting Notes

Laura Aspinall (F)
Kimi Barbosa (C)
Vanessa Luna Shannon (A)
Daniela Kingwill (F)
Kim Starke (A)
Andrea Alexander (F)
Michael Hale - "Moderator"

==To Do List:==
   ☐ **Fall PDA - submit a proposal (Kimi, Laura, Andrea): Laura turned in a proposal for the August PDA.**
   ☐ **Review of Academic Literature (summer 2023)**
   ☐ **WTF conference: (Kimi, Kim, Daniela, Michael, Vanessa)**
      ==Put up questions on posters for students to put answers on. Give free stuff to students who participate.==

We discussed the Presidential Search Committee Forum. Our question about equity was asked of the 3 candidates, with different wording.

Academic Senate: They were sent several definitions of equity by a Senator. There is not a shared definition of equity.
Intercultural Centers: There is an ideology around equity, but there isn't a shared definition.
Cabinet: No shared definition of equity, either.

Past ISSC meetings:
Another link to equity definitions:
https://docs.google.com/document/d/1_iELMXzHH5KgCa3gM6CoLnpz_PdbgFPJaWWinvjWdfl/edit?usp=sharing

From Lauren Servais' past notes (2021?):
https://docs.google.com/document/d/152WEFDZld2U1GB4k_73KpgyxniUG-oog20zpxt_9Yb4/edit?usp=sharing

Equity Report from West County High School District:
https://www.canva.com/design/DAFaC8bLjkE/9sMIyL5otoO4TBAKOh8sEw/view?fbclid=PAAaaDWLvZ_v3lj6aho0qxmET1iTmgIKcDz-Cgmt_XYFc-iCFamvLmylW-b_s#69

Should we do a lit review this summer?

Creating An Equity Lens
Ongoing Meeting Notes

From last meeting:
What are past ISSC drafts on a shared definition of equity? Daniela Kingwill (reach out to Byron)
Do other groups have a definition of equity?
For example, Academic Senate? Andrea Alexander with Laura Aspinall (talk to Smita Avasti)
What about the SRJC Equity Plan? Michael Hale
Intercultural Center/Our House? Kimi Barbosa
AFA?
Gene Durand (VP of HR)?
Cabinet/Dr. Chong?
Create a question for the President's Forum and submit it.
Does your college have a shared definition of equity? How did the college develop the shared definition and/or how did it become part of the college culture?

Can we embed an equity report at meetings, in the PRPP process, PBC (Planning and Budget Committee), Cabinet, Department Meetings, CRC (Curriculum Review Committee)?

Do we have an equity dashboard? Data literacy trainings, OIR?
We can try to create a list of places in college where this is already happening, i.e. CRC.
In the future, there may be a faculty evaluation category from the Chancellor's Office. (Ed Code)

The Director of Equity position was eliminated and "Equity" was put under HR.
Vice President's Office of Equity in the future to implement the Equity Plan 2.0.

Stages: Define Equity Lens, Design, Implement, and Evaluate

March 17, 2023:

Team:
Laura Aspinall (F)
Kimi Barbosa (C)
Vanessa Luna Shannon (A)

Creating An Equity Lens
Ongoing Meeting Notes

Daniela Kingwill (F)
Kim Starke (A)
Michelle Vidaurri (A)
Danielle King (F)
Andrea Alexander (F)

Confirm your Team's Leads

Kimi Barbosa and Michelle Vidaurri

Confirm your Team's Notekeeper

Daniela Kingwill

Confirm your Team's Charge

Adopt a shared definition of equity across the District. Create a toolkit for the college community to review and evaluate their processes, practices, and decisions, using an equity lens. Create a pathway into applying an equity lens and integrating equity work into all groups across the District.

Confirm your Problem Statement

Draft: SRJC does not have a shared definition of equity. Without this definition, stakeholders may be working with a definition of equity which is not representative of current best practices and research. There is no current measure or metric for evaluating equity work. There is no current standard mechanism for sharing measurable equity work. How do we lead with evidence-based research, i.e. data?

Confirm your Research Question(s)

Creating An Equity Lens
Ongoing Meeting Notes

1. How can SRJC develop and adopt a definition of equity? How do we create a toolkit for analysis, evaluation and implement it district-wide?
2. What is the work of other colleges in creating equity assessment tools by which they evaluate and assess programs, policies, practices and initiatives, such as Peralta, USC Education Department, San Diego State's Education Department, and Rooted in Love ("Equity Audit" from Mesa College.)?
3. Who are people that the District has contracted with (for professional development) who have definitions of equity? What are those definitions of equity?
4. What methods did Disability Resources use for their equity audit?
5. What are statewide or other measures that would impact this equity work? (examples: Caring Campus and/or faculty evaluations)

Calendar / ISSC Time Available

Spring 2023:
2 months/meetings remain
- April
- May

Fall 2023
4 months/meetings
- September
- October
- November
- December

Spring 2024
4 months/meetings
- February
- March
- April
- May

Set Benchmark Timelines for your Project

You are not limited to this semester for your work.

What are past ISSC drafts on a shared definition of equity? Daniela Kingwill (reach out to Byron)
Do other groups have a definition of equity?
For example, Academic Senate? Andrea Alexander with Laura Aspinall (talk to Smita Avasti)
What about the SRJC Equity Plan? Michael Hale
Intercultural Center/Our House? Kimi Barbosa

Creating An Equity Lens
Ongoing Meeting Notes

AFA?
Gene Durand (VP of HR)?
Cabinet/Dr. Chong?
Create a question for the President's Forum and submit it.
Does your college have a shared definition of equity? How did the college develop the shared definition and/or how did it become part of the college culture?

Can we embed an equity report at meetings, in the PRPP process, PBC (Planning and Budget Committee), Cabinet, Department Meetings, CRC (Curriculum Review Committee)?

Do we have an equity dashboard? Data literacy trainings, OIR?
We can try to create a list of places in college where this is already happening, i.e. CRC.
In the future, there may be a faculty evaluation category from the Chancellor's Office. (Ed Code)

The Director of Equity position was eliminated and "Equity" was put under HR.
Vice President's Office of Equity in the future to implement the Equity Plan 2.0.

Stages: Define Equity Lens, Design, Implement, and Evaluate

Project Phases	Tentative Timeline/Deadline
Inquiry/Research	Spring 2023 semester, into summer retreats
Data Analysis/Findings	Fall 2023, possibly spring 2024
Recommendations/Proposal	Spring 2024 (February 2024 PDA and WTF April 2024)

Complete your Inquiry Plan (research methodology)

What data sources will you use?	☐ Case Studies

Creating An Equity Lens
Ongoing Meeting Notes

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☐ Review of Best Practices
☐ Informative Interviews with Stakeholders
☐ **Focus grouping and community engagement**
☐ **Fall PDA - submit a proposal**
☐ **Review of Academic Literature (summer 2023)**
☐ Other: SRJC website (minutes of shared governance committees) and groups
☐ Other: Rooted in Love training or event

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<td>What resources do you need from the college to accomplish this work?</td>
<td>Funding for Rooted in Love training</td>
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Assignments/To-dos before next meeting

☐ Look into shared definitions of equity in various SRJC groups

What are past ISSC drafts on a shared definition of equity? Daniela Kingwill (reach out to Byron)
Do other groups have a definition of equity?
For example, Academic Senate? Andrea Alexander with Laura Aspinall (talk to Smita Avasti)
What about the SRJC Equity Plan? Michael Hale
Intercultural Center/Our House? Kimi Barbosa
AFA?
Gene Durand (VP of HR)?
Cabinet/Dr. Chong?
Create a question for the President's Forum and submit it.
Does your college have a shared definition of equity? How did the college develop the shared definition and/or how did it become part of the college culture?

February 3, 2023

Laura Aspinall (F)

Creating An Equity Lens
Ongoing Meeting Notes

Kimi Barbosa (C)
Vanessa Luna Shannon (A)
Daniela Kingwill (F)
Kim Starke (A)
Michelle Vidaurri (A)
Danielle King (F)
Andrea Alexander (F)

1. Designate Team Co-Leads: Kimi Barbosa and Michelle Vidaurri

2. Designate Team Note Keeper: Daniela Kingwill

3. Create Action Team Charge/Goal:

Adopt a shared definition of equity across the District. Create a toolkit for the college community to review and evaluate their processes, practices, and decisions, using an equity lens. Create a pathway into applying an equity lens and integrating equity work into all groups across the District.

- Review past drafts on shared definition of equity.
- Review the work of other colleges in creating equity assessment tools by which they evaluate and assess programs, policies, practices and initiatives, such as Peralta, USC Education Department, San Diego State's Education Department, and Rooted in Love. ("Equity Audit" from Mesa College.)
- Create your Action Team charge/goal with the scope of the work as described within the Committee's charge below.
- Provide opportunities for data coaching so that people can identify equity gaps.
- Create a culture of humility and self-reflection

Creating An Equity Lens
Ongoing Meeting Notes

The committee subscribes to the following model of deliberate change:
1. Inquiry
2. Design
3. Implementation
4. Continuous Evaluation and Evolution

As part of SRJC's responsibility to acknowledge, understand and dismantle systemic racism and other systems of oppression, the Student Equity Committee seeks to create equitable outcomes, cultivate cultural humility and mindfulness, and celebrate the spectrum of diversity by serving the following functions:

- Select, plan and conduct inquiry into the students' disparate experiences and outcomes including but not limited to: college services, programs, culture, curriculum, classroom pedagogy, policies, and procedures across the student lifecycle from pre-entry to completion, identifying opportunities within those areas to address inequities

- Design recommendations for change based on inquiry and informed by data

- Relay recommendations to the appropriate shared governance and administrative bodies for design and/or implementation

- Monitor proposed recommendations, reviewing and communicating to the greater college community on their progress

The committee operates on the following commitments of its members:
1. The commitment to the charge/function
2. The commitment to continual reflection and evolution of the committee charge/function
3. The commitment to active involvement in the work of the committee
4. The commitment to attend at least 80% of meetings

4. Phase One of Inquiry Based Design: **Orientation to your topic**
   a. What are you curious about? What do we want to explore?
      ❖ Models for equity analysis
      ❖ Case studies that show culture shifts in institutions (SDSU)
      ❖ Look at Disability Resources equity audit to see what they've done
      ❖ High school graduates', immigrant and ELL students' (and others') socio-emotional needs, especially post-pandemic
      ❖ Where is equity work silo-ed in our district?
      ❖ Where is equity work missing or not being addressed?

   b. What is the challenge you want to address?
      ❖ There is not a culture of equity focus at this college
      ❖ People don't know how to switch from understanding to action
      ❖ Having a shared definition of equity
      ❖ Buy-in from campus community
      ❖ Necessary leadership and resources (value the time and effort it takes to do the work)
      ❖ How do we get different perspectives from various groups? What are structural barriers to participation (that the District could solve)?
      ❖ Awareness of the changing demographics and needs of our students

   c. How do we best introduce this topic to others?
      ❖ Data from schools that have done equity work that works
      ❖ Mindfully including/centering equity into PDA, presentations, etc.

Creating An Equity Lens
Ongoing Meeting Notes

❖ Train folks on how to use the equity toolkit (ongoing education)

d. What have we observed about this topic?

5. WORK PRODUCT: Create 1) a charge for your team and 2) a summary problem statement
Draft: SRJC does not have a uniform definition of equity. Without the shared definition, they may be working on a definition of equity which is not representative of current best practices and research. There is no current measure or metric for evaluating equity work. There is no current mechanism of sharing equity work that is working well. There is a barrier to evidence-based research, i.e. data. How can we create a uniform definition of equity along with a toolkit for analysis and implement it district-wide?

■ Example: *Part-time students comprise 75% of SRJC students. While full-time students do not show disproportionate impact, part-time students do. How can we make the college ready for part-time student success?*