

360 Degrees of Equity

CREATING A CULTURE THAT CONNECTS US TO THE WORK AND TO EACH OTHER.

Today we will share:



How we got to the following ACCJC commendation . . .

“The College is commended for *its equity-focused mission statement*, and for ensuring that college programs, services, and practices are aligned with the college mission. *The College’s deep commitment to equity is manifested in their efforts to infuse equity in everything they do, and a part of everyone’s responsibility.*”

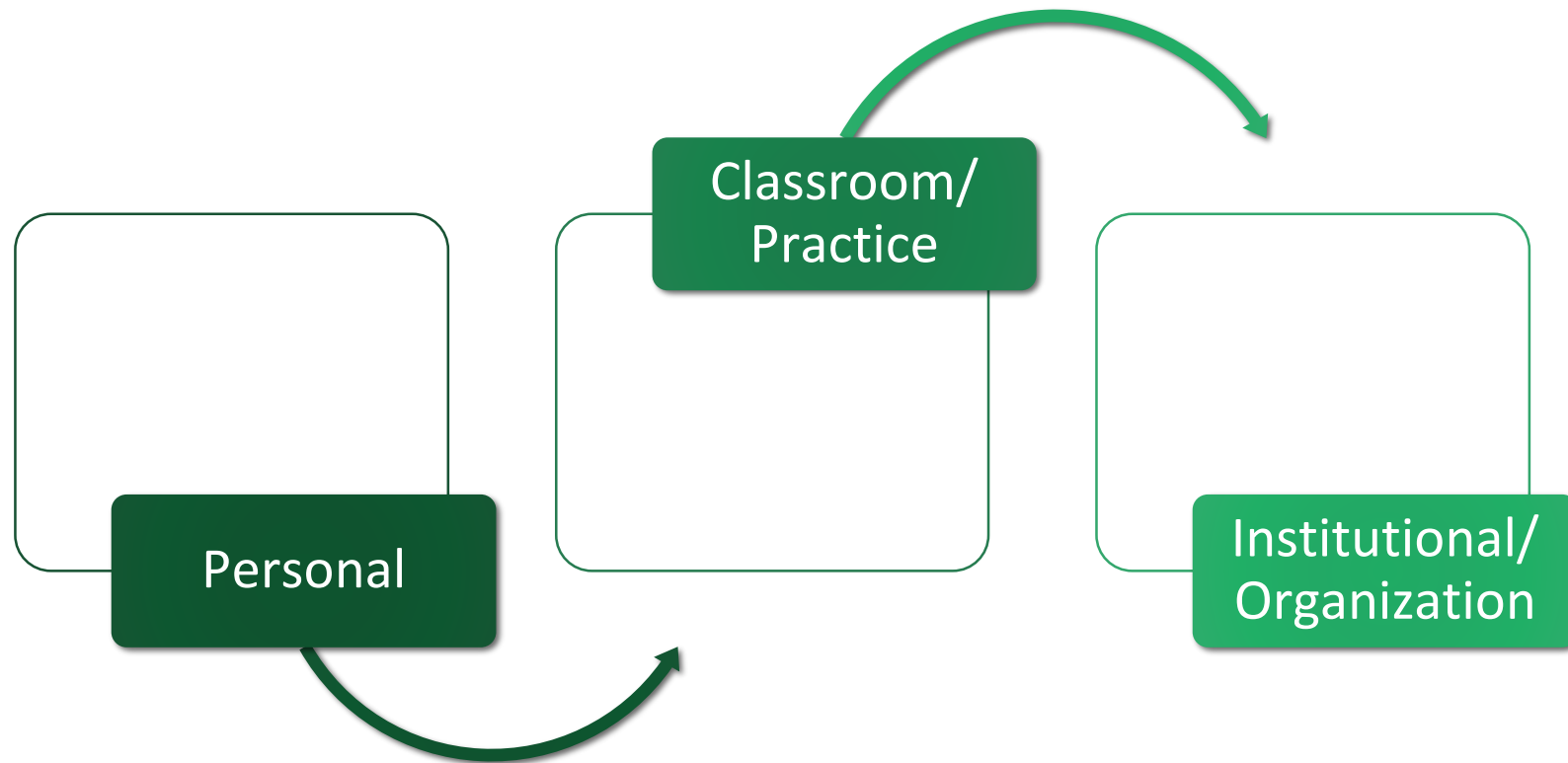
GROSSMONT COLLEGE

- Serves approximately 18,000 students
- East County, El Cajon
- Hispanic Serving Institution 34% Latinx
- 800 faculty, 87 member Academic Senate
- 242 classified employees, 22 member Classified Senate

EQUITY AT THE CENTER?

*Equity is not just the purview of one committee. We must bring a consistent focus to matters of equity in **all that we do**. Equitable results for our students depend on thoughtful, intentional and integrated equity practices across our entire institution.*

Equity-minded framework



WHAT ARE SOME EXAMPLES OF “CHOICE POINTS” IN THESE AREAS?

Personal

- Who are you?
- What do you believe?
- What do you do?

Professional

- Delivery
- Practices
- Policies
- Curriculum
- Environment

Structural

- Policies
- Practices
- Planning

A Definition of Equity



Building a Shared Language with Your Group

“*Equity is not about equal treatment of all students. Rather, it is about equal outcomes achieved by individualizing the instruction and support for each and every student.*”

Equity is about all students succeeding, especially when measured according to differences such as race, ethnicity, socioeconomic status, gender, language, family background- the list of diversities within our students goes on and on. This effort had been traditionally referenced as “closing the achievement gaps” between students from the dominant White middle-class norm and students from traditionally underserved or oppressed populations.

“

Building equity in education shifts the focus of responsibility for academic achievement from the students to the professional administrators and teachers who are the educators in the school. Students have to do their part, but the adults in the building need to teach in a way so that all students can succeed.

Equity through organizational change

Culture

- Who are ***we***?
- What do ***we*** believe?
- What do ***we*** do?

Practice

- Classroom practices
- Delivery of instruction
- How decisions are made

Structure

- Policies
- Planning
- Decision making
- Hiring

CONVOCATION

SPRING OF 2017

- ❖ Faculty only
- ❖ 182 attendees
- ❖ Keynote speaker
- ❖ *Moving the needle by addressing poverty through non-cognitive pedagogies*

SPRING OF 2018

- ❖ Campus Community
- ❖ 409 attendees
- ❖ Convocation + keynote format
- ❖ *Our Students: faces * voices * numbers*

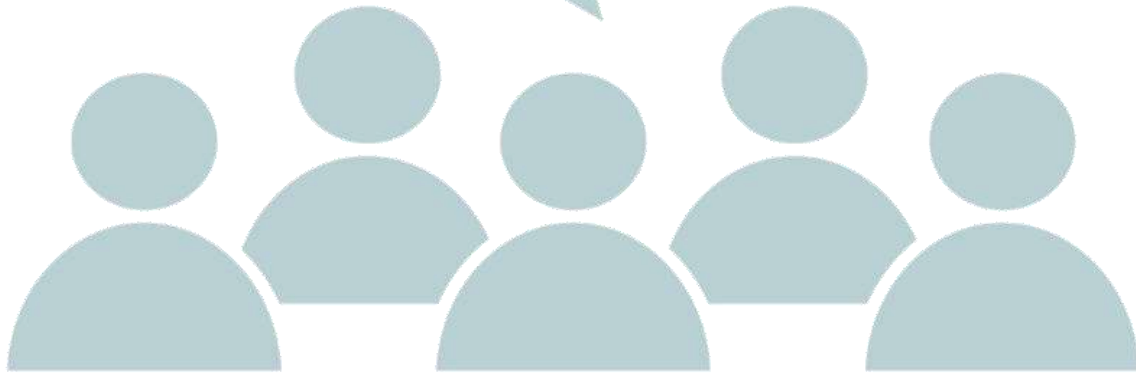
What Participants had to say...

**Spot
on!**

There is no doubt
where we as a
campus/ as
individuals need to
do our most focused
work.

Absolutely the best higher
ed. Convocation I have
attended in 30 years!
Relevant, powerful,
insightful, informative, and
impactful!

**A wake
up call**



FLEX WEEK OFFERINGS

47
Workshops
Fall 2018
564
Attendees



24
Workshops
Fall 2019
291
Attendees



22
Workshops
Spring 2020
254
Attendees



5 KEY PRACTICAL STRATEGIES

PLEDGE CARDS **429 FACULTY SIGNED**

STUDENT SURVEYS **253 AGREED TO PARTICIPATE**

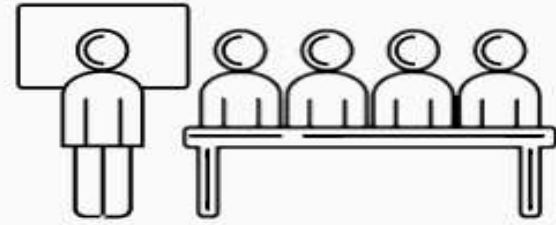
Opportunity to reflect and debrief across disciplines

Classified Leadership Institute

- ❖ Professional Development for classified professionals
- ❖ Opportunity to self reflect
- ❖ Shared language on equity
- ❖ Explore their professional role



Academic Senate



Once a month 45 minute sessions on equity discussions

Starting with the personal and moving to the professional (within the context of the 10+1)

Governance Reorganization



Equitable representation of constituency groups –Students, Faculty, Classified Professionals, and Administrators.

Equity and Inclusion charge in each of the 7 governance committees.

Trainings on governance structure and committees offered through the office of professional development.



12 Courses

From 7 Disciplines

24% of Enrollments

High Enrollment & Mostly General Education or Prerequisite Courses

29% of Non-Successes

Potential Target for Scaled Intervention



12 GATEWAY FORAS

 12

- 61 Participants
- Campus Community

 12

- 42 Participants
- 10 Campus areas

 12

- 60 Participants
- 10 Departments

Mission

Grossmont College provides an exceptional higher education learning environment through comprehensive and innovative instructional programs and student support services.

By advancing equity and inclusion, we prepare our diverse student population to lead and engage with local and global communities.



Annual Unit Planning

3.4 What trends or patterns emerged from analysis of other disaggregated data (e.g., course success rates, course retention rates, program completion rates, semester to semester persistence rates, etc.) related to your department's mission?

Briefly (400 words or less) reflect on any trends noted in your unit's analysis of its data, noting any potentially negative or disproportionate impacts for any groups of students. Data sources could include recent program review data, data from the Reports server, data from the [RPIE dashboards](#), etc. Feel free to contact the CPIE Office for additional assistance.

Notes:

- Please specify what datasets or reports you considered and how the results were disaggregated for populations relevant to the mission of your department – for example, by race/ethnicity, gender, age, etc.; by program, service, etc. (attach a screenshot or Excel file if easier).
- If you offer instruction in both online and face-to-face modalities, please note any patterns or trends that emerge when you disaggregate results.

3.5 Does your department regularly explore the ways that its policies and practices (e.g., scheduling, late adds, grading, office hours, etc.) might inadvertently serve as a barrier to student equity?

- No
 Yes (Please describe below)

Briefly (300 words or less) describe how your department engages in dialogue around the identification and elimination of barriers to student equity.

SECTION TWO: PROGRESS TOWARDS EXISTING GOALS

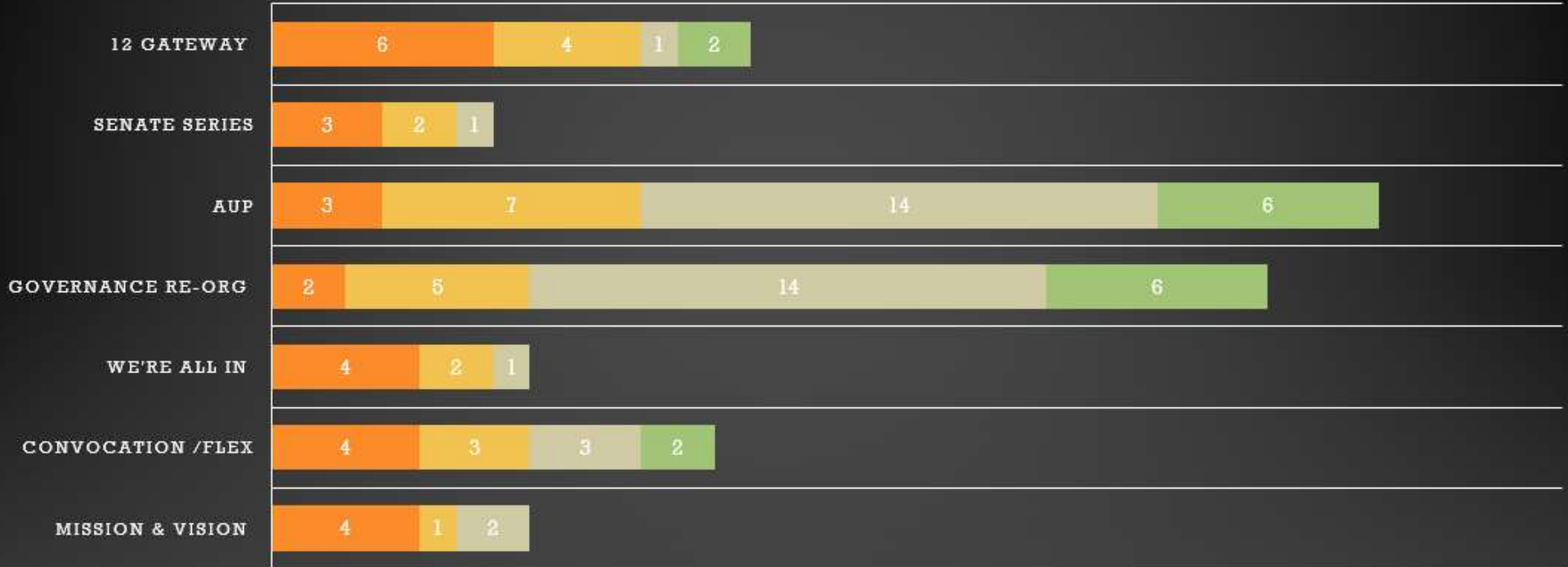
2.1 Grossmont College has built the goal of achieving educational equity¹ into its mission statement and Strategic Plan. As part of this work, we have begun to engage in dialogue institutionally about how we support this goal. In the past year, how has your department begun to support this institutional goal (e.g., departmental discussions on disaggregated data; implementation of equity-focused best practices; participation in the 12 Gateway project; equity-focused changes in curriculum or scheduling, etc.)?

Use this field to provide a brief (150 words or less) update and/or attach additional documents as needed.

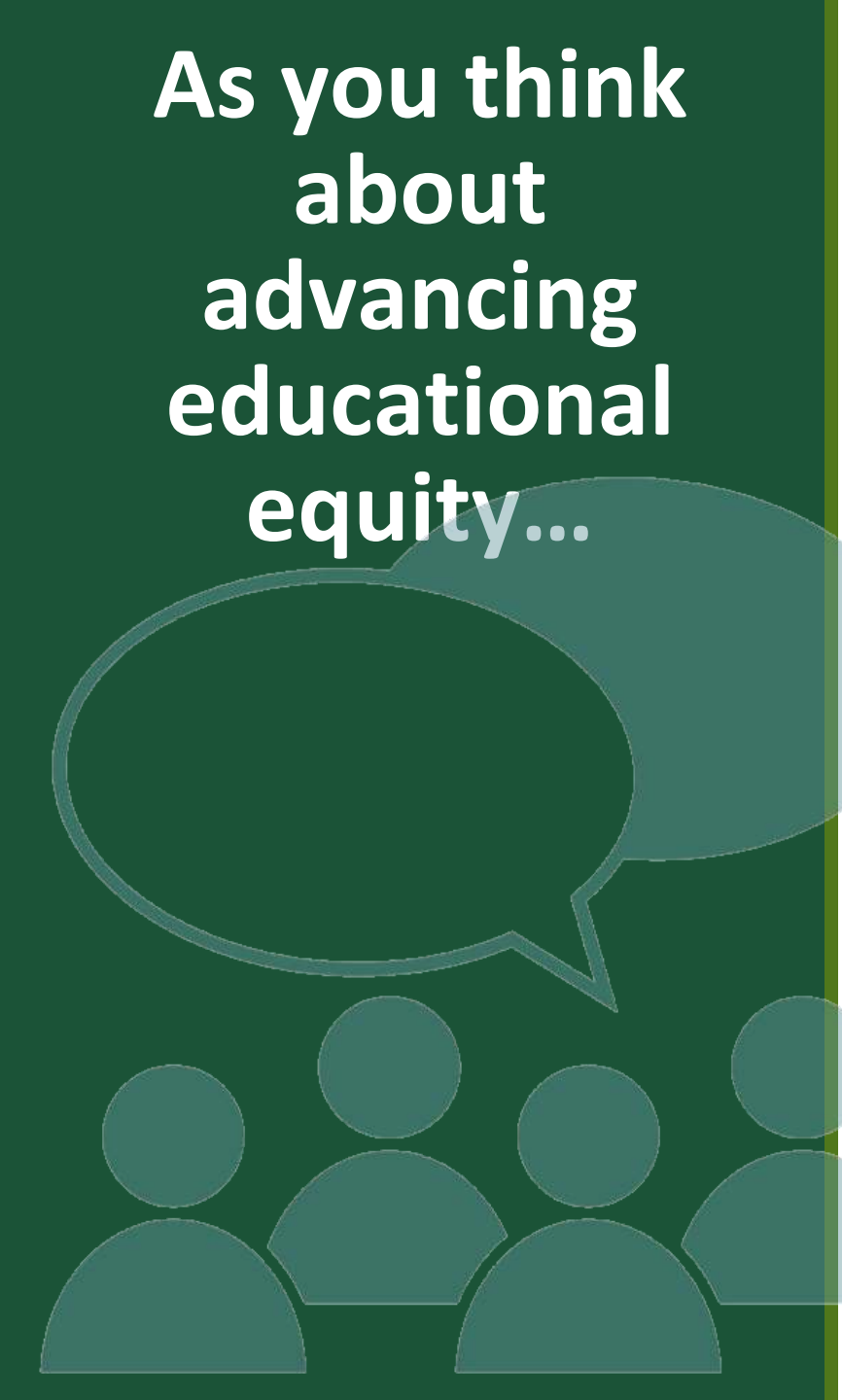
¹ Educational equity is not the same as equality. In decisions regarding educational equity we must consider: 1) **Access**- equal opportunity to gain entry to services; 2) **Process**- a process that begins by acknowledging that unequal starting place and continues to correct and address the imbalance; and 3) **Outcomes**- all students are provided educational experiences that ensure the achievement of certain uniform goals and objectives.

ACCREDITATION

Standard I Standard II Standard III Standard IV



**As you think
about
advancing
educational
equity...**



At your own institution, can you think of an opportunity to engage equity at the:

- personal level
- professional level
- and/or the structural level?

Questions?

Please reach out!

Dr. Lida Rafia

Dean, Student Success & Equity

Lida.rafia@gccd.edu

Dr. Tate Hurvitz

Co-Chair English Department
Faculty Accreditation Liaison

Tate.hurvitz@gccd.edu

Rochelle Weiser

Professional Development Specialist

Rochelle.weiser@gccd.edu