Academic Senate Equity Action Plan 2021-2022 in Support of the Strategic Vision for Equity
(Consolidated Plan: Executive Committee & CCC)

Issues/Goals that fall squarely within spheres of influence which are part of academic senate "primary reliance" and/or are referenced in this plan:

1. **Issue 2: There are large numbers of students of color who are not accessing, are ineligible for, or fall out of eligibility for available financial aid programming.**
   a. Goal 3: There are few to no incidental costs associated with being a student, including but not limited to textbooks, printing, and parking costs.
2. **Issue 4: The current lack of coordinated infrastructure for basic needs services at the college (psychological services, food pantry, transportation, homeless referrals) can make it prohibitive for students of color to access services.**
   a. Goal 4: Students' psychological needs are met. Creative solutions on how to expand racial trauma-informed psychological services for students will be investigated and employed.
3. **Issue 5: Lack of a sense of belonging, safety, and space allocation for students of color.**
   a. Goal 7: Curriculum and instruction norm multi-cultural and multi-ethnic perspectives.
4. **Issue 6: Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines.**
   a. Goal 1: Curriculum is explicitly race conscious.
      i. Course outlines in every discipline include the epistemology of the field, highlighting the contributions of racially diverse scholars, and address the discipline's historical and contemporary racial equity issues.
      ii. Curriculum policies and processes prioritize equity outcomes. Where disproportionate impact is the outcome of policy implementation or compliance, the College Curriculum Committee and Administration take action to analyze the disproportional impact, and mitigate it and when necessary, and work to advocate for change at the board and/or state level where the policy or process is beyond local control.
   b. Goal 2: Pedagogy is race conscious.
      i. Faculty are knowledgeable about the epistemology of their disciplines, especially about the contributions of racially diverse scholars, and they effectively educate students in these topics.
      ii. Faculty are knowledgeable about historical and contemporary racial equity issues in their disciplines, and they effectively educate students on these issues.

      iii. Faculty are aware of approaches for using their discipline to prepare students to be racially conscious, and community and global leaders through opportunities such as service leadership.

      iv. Faculty use culturally responsive pedagogy and engage in ongoing professional development around their teaching practices.

   c. Goal 3: Faculty are supported in their efforts to deepen their understanding of the racialized contexts of their discipline, including the contributions of diverse scholars in their field, update their curricula, and iteratively refine their teaching.

   d. Goal 4: Administration collaborates with Academic Senate and the Faculty Association to support instructional efforts to achieve goals 1 and 2, by removing structural barriers to pedagogical success which are embedded in tenure, reemployment preference and evaluation processes.

      i. Tenure processes support tenure-track faculty, tenure review committee members, and mentors in normalizing the practice of being race conscious while being supportive of continuous learning around this issue.

      ii. Faculty evaluations are seen as an opportunity to continuously build on the quality of our teaching, and are viewed as an opportunity to recognize outstanding performance, improve satisfactory performance, and provide useful feedback to encourage the growth and improvement of faculty both contractually and in actual practice.

      iii. The processes by which part-time faculty attain and retain reemployment preference insure these faculty receive the institutional support, resources and mentoring they need to succeed and insure their students' success.

   e. Goal 5: The Administration, Academic Senate and the Faculty Association collaborate to support practitioner efforts to achieve Goal 2 by ensuring faculty workload, including class size policies, realistically position faculty to implement culturally responsive pedagogy effectively.

5. **Issue 7: Insufficient culturally responsive, relevant and sustaining pedagogy and other asset-based approaches in teaching and serving our students of color.**

   a. Goal 2: Faculty are supported in their efforts to iteratively self-evaluate their proficiency with culturally responsive pedagogy.

   b. Goal 3: Content and pedagogy are inclusive of and created with communities of color in mind.

   c. Goal 4: The college creates an Ethnic Studies division, and hires demographically diverse faculty.

6. **Issue 8: Microaggressions and unconscious bias negatively affect experience and learning for students of color.**
   a. Goal 3: Professional development opportunities informed by or in partnership with students will be available to employees.
7. **Issue 10: Lack, or underutilization of campus support resources (tutoring, career center, transfer center, etc.).**
   a. Goal 4: The college is able to identify and address the challenges in accessing resources and support that are unique to students who engage with our campus exclusively online.
8. **Issue 11: Students accessing our classes and services online are not receiving comparable spaces, resources, and services as students who access them on campus.**
   a. Goal 3: All online classes are using the Online Equity Affirmation as a foundational lens for online course design.
   b. Goal 4: Technology and resources offered at minimum provide a comparable student experience as fact-to-face.
   c. Goal 5: Faculty are fully equipped and prepared to teach effectively in the online/ virtual environment.

DRAFT Plans Exec & CCC (COOL Plan Separate)

#	Issue	Goal	Proposed Action	By When?	Lead	Measure of Success	
	2	3	Draft OER Resolutions to support faculty in exploration & adoption of OER	December 2021	Exec (Kathryn & Carolyn)	AS Resolutions	Complete
	2	3	Create a pilot OER faculty award (stipend) program to incentivize faculty to explore and adopt OER	Summer 2021	Exec (Carolyn)	Pilot created, funded and successfully run	Complete
	2	3	Establish a permanent OER faculty award (stipend) program to incentivize faculty to explore and adopt OER, responding to workload demands	Spring 2022	Exec (Kathryn & Carolyn)	Program created, funded and available to all faculty	Proposal nearly complete; moving towards identifying funding
	2	3	Add a section to the COR in CourseLeaf where faculty can acknowledge OER during new	Fall 2022	CCC (Eric)	CourseLeaf COR has OER component	Not started (CourseLeaf implementation is

		course development & Title 5 update				currently behind schedule)
4	4	Draft and pass an equity-minded mental health resolution	Winter 2021	Exec (Kathryn)	AS Resolution	Complete
4	4	Ensure faculty are provided with resources and are offered professional development opportunities that promote the role of faculty in supporting mental health	Winter 2021 and Ongoing	Exec (Kathryn & Carolyn)	AS Resolution PD offering(s) available to faculty on a regular schedule	Complete ?
5 & 6	multiple	Produce a vision of inclusive classrooms and anti-racism curriculum and pedagogy	TBD	CCC (Eric)	AS & CCC Resolution introducing paper (vision) and resources	Not started
5 & 6	multiple	Create a forum for faculty (& students?) to talk about effective pedagogy, learning outcomes & equity-minded practices	Start of 2022-23 Year	Exec (~~Paul~~)	Culture of Inquiry Committee charter approved by Exec	Proposal shared with Exec at 1/10 meeting; Proposed Ensuring Learning Coordinator to facilitate
6	5	Partner with FA in a Class Size Task Force	June 2022	Exec (Kathryn)	Updated policies & practices on class size and load in new Contract	Task Force was formed in fall 2021 but has not yet met – waiting on FA for leadership
7	4	Create an Ethnic Studies Department with 5 new Ethnic Studies Courses	Fall 2021	CCC (Eric)	New Courses created, in the catalogue and available to students in schedule	Complete

7	4	Support prioritization of hiring Ethnic Studies diverse faculty	Fall 2021 & Ongoing	Exec (Kathryn)	Successful hire of diverse Ethnic Studies Faculty	One FT position approved and successfully hired; AS reps to Prioritization Committee supported prioritization of two more positions, subject to student demand for courses
8	3	Partner with Student Affairs Office and LGBTQIA+ student leaders in developing & identifying PD for faculty in support of Trans students	May 2022	Exec (Carolyn)	PD offering(s) available to faculty on a regular schedule	Waiting for Dean of Student Affairs to return to senate with proposed next steps
8	3	Ensure annual PD opportunities for faculty include trainings in the topics of implicit bias, systemic racism, White supremacy, White privilege and social activism	Ongoing	Exec (Carolyn)	PD offering(s) available to faculty on a regular schedule	Complete
8	3	Work with FA and Admin to ensure faculty are supported (i.e. compensated) to attend above trainings	Ongoing	Exec (Carolyn)	Funding, policies & procedures for PGA and/or stipends clearly communicated to faculty	In progress?

WHAT ELSE???