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Cuyamaca College Academic Senate
Resolution to Adopt the Equity Affirmation
May 2023

WHEREAS, Cuyamaca College faculty and staff have long championed student equity and have worked tirelessly to disrupt the historical, systemic racism that causes the persistent, identifiable, predictable, race-based differences in educational access and outcomes for our students (i.e. the "equity gap"); and

WHEREAS, we recognize that in spite of our efforts, long-standing forms of institutionalized marginalization continue to negatively affect our students' success and retention, and that these forms of institutional marginalization are manifested in and perpetuated through in our curriculum, pedagogy, course design and delivery across modalities, and learning support services; and

WHEREAS, in Cuyamaca College's 20221-2025 Student Equity and Achievement Plan, which the Cuyamaca Academic Senate approved in October 2022 and resolved to support and implement the Equity Plan, which is "centered on the classroom as the epicenter for social justice and racial equity for historically marginalized student groups;" and

WHEREAS, after intentional and deliberate efforts to design and align the 2022-28 Distance Education Plan and the 2023-28 Teaching and Learning Plan with the 2022-28 Strategic Plan, the Online Teaching and Learning Committee (OTLC) and the Teaching and Learning Committee (TLC) have and voted to adopt the Equity Affirmation framework, while also acknowledging that it is a living document, requiring an iterative process of ongoing review and modification; and

WHEREAS, one intended use of the Equity Affirmation framework is as a foundational lens for faculty to engage in self-reflection of their own course design and pedagogy, in conjunction with the CVC-OEI Course Design Rubric and the Peralta Equity Rubric for DE classes, and it is available as a framework to support iterative, ongoing improvement of course design and pedagogy to maximize student learning and eliminate equity gaps in our courses; and

WHEREAS, the Equity Affirmation framework presents overarching principles for equity and their associated equity challenges mapped to a list of anti-racism strategies in order to overcome those challenges, and is presented as a menu of options that faculty can choose from and implement depending on their own equity data and the needs of students and their discipline; and

Last updated 5/9/2023: Updates are highlighted in yellow

WHEREAS, it is understood that equitizing courses requires additional faculty labor beyond what is currently outlined in the AFT Guild faculty contract and faculty evaluations, therefore be it

RESOLVED, that the Cuyamaca College Academic Senate adopts the Equity Affirmation as a framework to engage in collaborative and collegial iterative critical self-reflection and revision of our course design and pedagogy for all course modalities; and

RESOLVED, that the Cuyamaca College Academic Senate distribute the Equity Affirmation framework to all Cuyamaca College faculty for use when engaging in formal and/or informal discussion and decision-making about course design, pedagogy, outcomes assessment, selection of course materials, and equity-minded teaching practices and policies for all course modalities; and

RESOLVED, that the Cuyamaca College Academic Senate directs the OTLC and TLC to work in collaboration with the Distance Education Coordinator, the Teaching & Learning Coordinators, and the Student Success & Equity Coordinator to integrate the Equity Affirmation framework into Cuyamaca's Online Teaching Handbook, the Cuyamaca Academic Senate Faculty Handbook, the Teaching Online Certificate (TOC) course, the Equity Minded Teaching and Learning Institute (EMTLI), the Equity Pedagogy and Practice Academy (EPPA), and the local Peer Online Course Review (POCR) process; and

RESOLVED, that the Cuyamaca College Academic Senate directs the Curriculum Committee, OTLC, TLC, and the Outcomes and Assessment Committee (OAC) to work collaboratively with Chairs, and Coordinators to integrate the Equity Affirmation framework into existing and new Course Outlines of Record (COR); and

RESOLVED, that the Cuyamaca College Academic Senate directs the OTLC and TLC to work collaboratively with Chairs, Coordinators, and the AFT Guild to integrate the Equity Affirmation Framework into all faculty evaluation forms and to align these evaluation forms with Grossmont; and

RESOLVED, that the Cuyamaca College Academic Senate encourages the GCCCD Governing Board and Chancellor to endorse the Equity Affirmation framework and support faculty in utilizing the framework as a foundational lens from which to design professional development opportunities and update Course Outlines of Record and teaching evaluation forms; and

RESOLVED, that, in order to remove barriers for faculty and staff to engage in this work, the Cuyamaca College Academic Senate encourages the GCCCD Governing Board and Chancellor to provide sustainable institutional resources and support, such as, but not limited to, adopting an equity-minded lens for supporting employees, reducing class caps, prioritizing employee mental

health, compensating faculty to participate in professional development, and/or providing release time to (re)design their courses using the Equity Affirmation framework.

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Cuyamaca College's[1] mission statement reflects our institution-wide commitment to ensuring all students reach their full potential. We recognize that long-standing forms of institutionalized marginalization continue to negatively affect our students' success and retention and that these can manifest in our course design, teaching practices, and learning support services. As individuals within our institution, each of us must take an active role in dismantling these structural inequities in our classes. To that end, we have developed the Equity Affirmation to support efforts to promote learning, both in online and in-person classes, that is socially just. We call particular attention to the roles of racism and socioeconomic disparity, as these are two of the biggest contributors to equity gaps, which are widest in online classes. We are also mindful that when race intersects with other marginalized groups around gender, sexuality, ability status, etc., that equity gaps are further exacerbated. By centering race, we do not suggest to ignore disparities for other marginalized groups. Instead, we suggest that as we attend to disparities for other groups, we consistently and intentionally address students of color within those groups. We must center race in our work and discussions even as we act to mitigate other group disparities.

This affirmation is intended to be used as a foundational lens for examining course design and pedagogy across all modalities in conjunction with the CVC Rubric and the Peralta Equity Rubric for DE classes. The affirmation is intentionally NOT framed as a rubric for formal evaluation or ratings of competence levels; however, the principles outlined in the document will be used to design professional development offerings, update the COR's, and revamp the teaching evaluation forms. We offer it as a framework to support iterative, ongoing improvement of course design, instructor mindset, and pedagogy to maximize student learning in our courses.

Overarching framework:
- Critical self-assessment in iterative fashion, collaborative and collegial
- Elevate race consciousness – a foundational element

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[1] https://www.cuyamaca.edu/about-cuyamaca-college/our-vision-mission-and-values/

- Because of racial consciousness, we use Culturally Responsive Pedagogy (CRP) as part of our iterative process
- We use tenets of Universal Design for Learning (UDL) to help us do that.

A Note on the Anti-Racism Strategies:

Each "overarching principle" and its associated equity challenge is mapped to a list of anti-racism strategies that contribute to the reduction of race-based disparities. They are offered as a menu of options that faculty and staff can choose from and implement depending on their own equity data and the needs of students and their discipline. We suggest picking one or two strategies to focus on first and working to implement those effectively before moving on to other strategies.

We recognize many faculty and staff are already working to implement these anti-racist strategies (and potentially others that need to be included). Additionally, we recognize not all strategies will be inherently familiar to all faculty and staff. We anticipate practitioners may need substantial time and support to explore and implement them in their work, and most importantly, it will take time, collaboration, and institutional resources and support within and across disciplines to explore, collaborate, implement, and refine. These strategies represent a growing body of knowledge. Many strategies will help close gaps for a variety of historically minoritized student groups.

No matter which principle, challenge, or strategy you are using, we advocate that all approaches to continual course improvement be data-informed, supported by institutional resources, and utilize the following strategies:

- Instructors routinely review disaggregated data provided by the IESE Office to identify opportunities for improvement
- Regular analysis of success and completion rates allowing practitioners to determine opportunities for improving course and curriculum design and pedagogy
- A focus on trends rather than a focus on a single class or event, which may be idiosyncratic
- Institutional-, divisional-, departmental-, and course-level recursive analysis to examine the effects of revisions and changes
- Use of mixed methodology to collect data about student experience and outcomes
- Use of Critical Race Theory to analyze data and surface intersectionality
- Collegial collaborations and conversations with peers
- Use of accessibility tools to ensure access to multimodal learning and leverage DSPS campus resources

Overarching Principle	Equity Challenge	Anti-Racism Strategies for Designing and Promoting Equity
1. **Careful consideration of the Content, a.k.a. Body of Knowledge, during COR creation and revision and (T5) reviews**	Many of our **CORs** were developed before we were racially conscious and therefore unintentionally privilege a Eurocentric White male perspective. Assumptions about canon—including overarching outcomes and granular course objectives—often reflect a hegemonic view of what content should be included. Traditional disciplinary canon has viewed knowledge through a hegemonic, Eurocentric lens that elides the contribution of diverse peoples[2]. Students have a right to see their own culture represented in the materials we teach[3], and educators have an ethical responsibility to include voices and contributions omitted from the canon.	- Course SLOs are culturally responsive and race-conscious. - Selected Body of Knowledge (course "content") is reviewed and revised to ensure the epistemology of the discipline – I.e., the origin(s) of the discipline's ideas and theories – is (historically) accurate. - Content is chosen to represent multiple cultural perspectives (Opposite of Western ideation) - Course content includes (and centers? Normalizes?) voices and contributions that have been historically omitted - Language and terminology in the COR is inclusive and does not perpetuate stereotypes. - Course content and activities invite students to use their cultural backgrounds to enhance learning, and encourages students to recognize and value diverse cultural backgrounds - Institutional resources to support faculty and staff in updating current COR's and proposing new COR's that are race-conscious are regularly pursued/proposed
2. **Careful consideration of the learning materials* (text, video, images, textbooks, etc.) during**	Many of our individual courses were built before we were racially conscious and therefore unintentionally privilege a Eurocentric White male perspective. Students have a right to see their own culture represented in the materials we	- Reading material in the course, including any Publisher content, is chosen to ensure diverse perspectives and accessibility - Literature, when included, allows students to have a "mirror" as well as a "window" - Imagery represents diverse races, genders, and abilities - Content is presented in multiple ways via both multimedia (e.g. video, podcasts) and text - Institutional resources to support faculty in curating and creating

[2] Ladson-Billings, G. (1995) Toward a Theory of Culturally Relevant Pedagogy

[3] Rendon, L. (1994) Validating Culturally Diverse Students: Toward a New Model of Learning and Student Development

Overarching Principle	Equity Challenge	Anti-Racism Strategies for Designing and Promoting Equity
development of the course (more individual-instructor) (*the materials selected by the instructor to convey the body of knowledge and help familiarize students with ideas in the discipline)	teach[4], and educators have an ethical responsibility to include voices and contributions omitted from the canon.	low/no-cost, diverse, and accessible course materials are regularly pursued/proposed
3. **Critical analysis of summative assessment strategies**	Courses have been developed from traditional methods of teaching which often privilege specific ways of assessing student learning that are tacitly biased and may increase stereotype threat. Universal design supports examining assumptions in ways that reveal hidden biases and enable multiple modes for teaching and learning content and skills.	- Faculty engage in opportunities to learn about biases associated with traditional assessment techniques such as multiple-choice tests, written essays, short answer tests, etc. - Activities and assessment are challenging and designed to help all students grow as independent, critical thinkers - Students have options for how they provide evidence of their learning and mastery of concepts. E.g. multimedia - Student learning is evaluated based on a variety of artifacts, none of which individually contribute a substantial portion of the final grade in the course - Avoid high stakes assessments that measure a student's ability to engage in that particular type of assessment, and not the content or skills necessary to demonstrate achievement of the learning

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[4] Rendon, L. (1994) Validating Culturally Diverse Students: Toward a New Model of Learning and Student Development

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		outcomes. ● Rubrics and descriptors for desired outcomes are included in assessment activities as well as exemplars of work that meets and does not meet instructor expectations ● Assessments are designed to authentically recreate experiences students will encounter in their career or daily life ● Institutional resources to support faculty in implementing innovative and authentic assessment strategies are regularly pursued/proposed
4. **Intentional development of pedagogical practices around learning activities (Formative Assessment?)**	Assumptions about canon often reflect a hegemonic view of what activities best promote and represent learning[5]. Steps should be taken to ensure activities are designed to support diverse learners.	● Course activities invite students to use their cultural backgrounds to connect to the content and enhance learning, and encourage students to recognize and value diverse cultural backgrounds ● Activities are chosen to help students connect new information to prior understanding and experiences, and to apply learning to new constructs ● To support learning, low- or no-stakes assessments (formative assessments) are frequent and varied, and include timely feedback designed to help students improve ● Assessments are not [just] used to track participation or attendance ● Institutional resources to support faculty in equity-minded assessment practices are regularly pursued/proposed
5. **The technical aspects of the course (design) are race conscious and accessible**	Assumptions about technology—including access to specific technologies, skill level and proficiency with specific technologies, and the connection between technology tools and intellect or ability—often lock students out of learning activities or	● Course content is tested on multiple devices, including mobile and tablets (Note: intended to address the reality that students access content on mobile devices out of convenience rather than poverty) ● All required software is listed in the syllabus and provided at no cost to the student (with the exception of courses which require specialized materials) ● All required software is available on campus computers in labs open

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[5] Rendon, L. (1994) Validating Culturally Diverse Students: Toward a New Model of Learning and Student Development

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	reinforce bias. Steps should be taken to ensure course material is device neutral, and, when needed, that assistance with technology is provided.	• to students • Technical support for hardware and software is provided ($ and cultural) (Note: must question assumption that Asian students and upper middle class don't need but Brown & Black most likely to need.) • Links to support are provided in the course within the content where they will be needed • Textbooks are free or low-cost, and available to students in a variety of formats • Institutional resources to support faculty in selecting and testing technology and making the technology accessible are regularly pursued/proposed
6. **Human connectedness is developed through proactive engagement**	Student success and retention are affected when andragogic principles and/or a deficit lens is /are applied to explain low performance. Proactive engagement places the onus on practitioners and staff to meet students where they are, regardless of perceived readiness for college —to see each student as a "real" student rather than an imaginary "ideal."	• The instructor reaches out to students before the term begins to ensure all students are ready for the first week of classes • For DE classes, the instructor creates a welcome video that outlines how the course management system is used in that class, and explains the role the instructor will play • Week 1 includes activities that allow the instructor to assess the individual needs of students and make meaningful connections with students • Formative feedback is timely, and is designed to engage students early and support students before they fall behind • The instructor actively looks for signs of struggle or disengagement throughout the term so that proactive measures may be taken as early as possible. • Institutional resources to support faculty in equity-minded professional development offerings to foster proactive engagement strategies are regularly pursued/proposed
7. **The relationship**	The traditional teacher/student relationship is built on a construct of	• For DE classes, the instructor intentionally works to humanize the course, including providing a video introduction that allows

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between the teacher and learner is reconceived through a lens of mentoring, care and cultural humility	distance and authority that reinforces existing power imbalances, leaving students feeling inferior, and inherently invokes imposter syndrome and stereotype threat[6].	students to see and hear the instructor
		● The instructor explicitly describes their commitment to racial equity
		● The instructor's interaction with each student conveys a high regard for the student, reinforcing notions that they belong, are smart, and are doing meaningful work
		● The instructor demonstrates care for each student as a whole person, attempting to make connections that are both academic and non-academic
		● Feedback [wording and mechanisms] is carefully chosen to promote learning and growth rather than wield power or judgment
		● The instructor fosters an environment of cultural humility, including:
		  ○ *Engaging students who are different than them on a personal experiential level*
		  ○ *Cultivating curiosity and empathy about others' life experiences which are different from their own.*
		  ○ *Sharing their own cultural frame of reference.*
		  ○ *Leading discussions about racism, sexism, and classism, and believing students when they speak about their experiences.*
		  ○ *Listening non-defensively when someone brings up your ethnicity and what it means to them.*
		  ○ *Learning to pronounce the names of their students.*
		● Institutional resources to support faculty and staff in equity-minded professional development offerings to foster cultural humility, encouraging student feedback, and humanizing strategies are regularly pursued/proposed

8. **Course design and course delivery**	Courses across modalities often unintentionally disenfranchise and marginalize students of color and/or	● The instructor should be visibly present throughout the course, including engaging in discussions without dominating the conversation, providing regular feedback on

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[6] Steele, C. (2010) Whistling Vivaldi and Other Clues to How Stereotypes Affect Us

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communicate a culture of care	those who come from collectivist cultural backgrounds, and online courses may reinforce notions of distance and asynchronicity. Courses should be intentionally designed to support presence, community, and communication.	assignments, and providing regular announcements • Announcements, both online and in-person, should include reminders about institutional events, especially about dates or services that impact students of color • Students should be invited to participate in the development of community norms • Instructors should monitor in-person and online discussions and interactions with an eye toward preventing microaggressions • Opportunities for community-building and collaborative work are included, and carefully designed and supported • Institutional support for online students is robust • Institutional support for online learning is woven throughout the course • Students needing help receive a "warm hand-off" to people who can help, not just to services provided • Institutional resources to support faculty and staff in their efforts to build presence, community, communication, and support for students are regularly pursued/proposed
9. Course design and delivery are racially conscious	Initial discussions of equity in learning promoted concepts of spaces as unbiased and color blind, while subtly reinforcing marginalization, stereotypes, and racism. Equitable course design acknowledges race and recognizes, responds to, and reduces institutional racism.	• Opportunities are created that allow students and faculty to discuss race and racism as they relate to the content, objectives, and/or learning outcomes of the course. • Care is taken to acknowledge and mitigate microaggressions. • Institutional structures are implemented to build race-consciousness into the fabric of program culture, program review, professional development offerings, and resource allocation