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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 (EA) 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 EA 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 EA 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

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 EA 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 EA 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 EA 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 EA 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 EA 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 EA 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, providing release time to (re)design their courses using the EA Framework, and/or supporting and training faculty in applying for external funding.

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Equity Affirmation Framework Introduction
May 2023

Structural Inequities & Equity Gaps

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 Framework (EA Framework) to support efforts to promote learning that is socially just, both in online and in-person classes. 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 identities around gender, sexuality, ability status, etc., that equity gaps are further exacerbated. By centering race, we are not ignoring disparities for other marginalized identities; while we attend to disparities for other groups, we will consistently and intentionally address the experiences of students of color within those groups. We must center race in our work and discussions even as we act to mitigate other group disparities.

Purpose

The EA Framework is intended to be used as a foundational lens for examining course design, pedagogy, outcomes assessment, selection of course materials, and equity-minded teaching practices and policies for all course modalities; for DE classes, the EA Framework should be used in conjunction with the CVC Rubric and the Peralta Equity Rubric. The EA Framework 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 Course Outlines of Record (CORs) and Student Learning Outcomes (SLOs), and revise teaching evaluation forms. We offer it as a framework to support

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

iterative, ongoing improvement of course design, instructor mindset, and pedagogy to maximize student learning in our courses.

Overarching Principles:

- Iterative critical self-assessment that is collaborative and collegial
- Because teaching is not race-neutral, being race conscious is foundational; consequently, we use Culturally Responsive Pedagogy (CRP) as part of our iterative process
- We use tenets of Universal Design for Learning (UDL) to ensure that all students can learn effectively
- Traditional educational structures, including assessments, grading, and student-instructor power dynamics, are Eurocentric in nature and must be challenged to promote student success for historically marginalized students
- Institutional support is necessary in order to align courses to the EA Framework and close equity gaps

EA Framework Guide:

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.

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

- Instructors routinely review disaggregated data to identify opportunities for improvement. Instructors can request instructor-level data from the IESE Office by submitting a request. Program-level and course-level data are available through program review reports.
- Instructors regularly analyze retention, success, and completion rates to determine opportunities for improving course and curriculum design and pedagogy
- Instructors focus on trends rather than a focus on a single class or event, which may be idiosyncratic. Instructors work to close equity gaps regardless of the size of the student population.

- Instructors engage in institutional-, divisional-, departmental-, course-level, and instructor-level recursive analysis to examine the effects of revisions and changes to teaching practices as a result of aligning courses to the EA Framework
- Instructors use a variety of methods to collect data about student experience and outcomes (surveys, course data, focus groups, etc.)
- Instructors utilize a race-conscious approach to analyze data and student intersectionality
- Instructors engage in collegial collaborations and conversations with peers to align with the EA Framework and make continuous course improvements
- Instructors use accessibility tools to ensure access to multimodal learning and leverage DSPS campus resources

Implementation and Professional Development:

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 marginalized student groups.

Equity Affirmation Framework

Overarching Principle	Equity Challenge	Anti-Racism Strategies for Designing and Promoting Equity	Institutional Support
1. Careful consideration of the Content, a.k.a. Body of Knowledge, during COR creation and revision and Title 5 reviews	Many of our Course Outlines of Record *(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 student learning outcomes (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 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 - Course syllabus aligns with COR's, includes accurate and up-to-date SLO's, adopts an equity-minded tone, and centers diverse course content and voices	Professional development to support faculty and staff in updating current COR's and proposing new COR's that are race-conscious are regularly pursued/proposed and supported

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[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	Institutional Support
2. Careful consideration of the learning materials* (text, video, images, textbooks, etc.) during 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)	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 teach[4], and educators have an ethical responsibility to include voices and contributions omitted from the canon.	- Reading material in the course, including any Publisher content, is chosen to ensure diverse perspectives and accessibility and is listed on the course syllabus - 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 - Trigger warnings (disclaimers designed to alert students to potentially triggering content) are offered as a way to provide a safe space for students to engage in course readings, discussions, and/or activities	Institutional resources to support faculty in curating and creating 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	- 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	Institutional resources to support faculty in implementing innovative and authentic assessment strategies are regularly pursued/proposed

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[4] 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	Institutional Support
	and skills.	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 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 • Course assessments, including criteria and grading structure, are referenced or detailed on the course syllabus in efforts to provide transparency to students	
4. Intentional development of pedagogical practices around learning activities (i.e., 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	• 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	Institutional resources to support faculty in equity-minded assessment practices are regularly pursued/proposed

[5] 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	Institutional Support
	learners.	- 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 - Formative assessments, including criteria and grading structure, are outlined on the course syllabus	

Last updated 5/15/2023: Updates are highlighted in yellow

Overarching Principle	Equity Challenge	Anti-Racism Strategies for Designing and Promoting Equity	Institutional Support
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 reinforce bias. Steps should be taken to ensure course material is accessible on any device, and, when needed, that assistance with technology is provided.	- Course content is tested on multiple devices, including mobile and tablets - Specialized materials that are required should be made available to students at no cost or low cost - All required software is listed in the syllabus and provided at no cost to the student - All required software is available on campus computers in labs open to students - Technical support for hardware and software is provided ($ and cultural) - 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	- The instructor reaches out to students before the term begins to ensure all students are ready for the first week of classes - In the syllabus, the instructor outlines how the course management system is used in the class, and explains the role the instructor will play. - DE format: instructor creates a welcome video. In-person format:	Institutional resources to support faculty in equity-minded professional development offerings to foster proactive engagement strategies are regularly pursued/proposed

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	each student as a "real" student rather than an imaginary "ideal."	instructor explains/demonstrates in class. ● 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.	
7. The relationship between the teacher and learner is reconceived through a lens of mentoring, care and cultural humility	The traditional teacher/student relationship is built on a construct of distance and authority that reinforces existing power imbalances, leaving students feeling inferior, and inherently invokes imposter syndrome and stereotype threat.[6]	● In the syllabus and other applicable places in the course, the instructor intentionally works to humanize the course, sharing information about themselves so students can relate to them. ○ DE format: instructor creates a video introduction that allows students to see and hear them. In-person format: instructor shares about themselves in class. ● The instructor explicitly describes their commitment to racial equity in the syllabus and applicable places in the course ● The instructor's interaction with each student conveys a high regard for the	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

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

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		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. Feedback policy (including turnaround time and how to access feedback) is outlined in the syllabus
		● 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.*
		   ○ *Asking students their preferred names and pronouns and addressing them accordingly.*
		   ○ *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*	

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		someone brings up your ethnicity and what it means to them. ○ *Learning to pronounce the names of their students.*	

| 8. Course design and course delivery communicate a culture of care | Courses across modalities often unintentionally disenfranchise and marginalize students of color and/or 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. | The instructor should be visibly present throughout the course, including engaging in discussions without dominating the conversation, providing regular feedback on 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 detailed in the syllabus and are carefully designed and supported Institutional support for online students is robust and is included in the syllabus and other applicable places in the course 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 |

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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