

**Folsom Lake College  
Equity-Lens Framework for Planning & Action**

***Checklist of Questions to Consider When Reviewing Unit, Departmental, and Program Policies, Processes, Practices, and Materials***

**Purpose:** California Community Colleges are charged with closing equity gaps for disproportionately impacted (DI) populations as outlined in the Chancellor's Vision for Success. Research shows that equity-minded frameworks such as culturally affirming representation improve outcomes for Black, Indigenous, and other People of Color (BIPOC), as well as other marginalized student populations.

Applying an equity-minded lens as we collectively examine our practices, policies, processes, and student outcomes is an important step to implement strategies to help close achievement gaps for FLC's disproportionately impacted students. Please use this checklist tool for suggestions on how to apply an equity lens to inform strategic and operational planning in your area(s). Not all questions in the checklist may be applicable to your area.

This checklist is intended to be a living document that will change and grow over time through the iterative process of its application. The framework is intended to be a helpful tool for all administrators, staff, and faculty to use to apply an equity-lens approach at the unit, program, and department level, and to identify systemic and institution-wide changes that may be needed to ensure FLC is an inclusive and welcoming environment for the college's diverse student and employee populations.

**Employee Diversity**

- Do the faculty, classified staff, and administrators reflect the diversity of the students at FLC? How do the staff, faculty, and administrators reflect FLC's growing diversity within your unit, department or program? Are diverse identities represented, such as, but not limited to, gender, racial, ability, and sexual orientation?
- Have all faculty and staff attended the Hiring the Best Equity Training? Have all the staff, faculty and administrators in your unit, department, or program attended Hiring the Best?
- What are your unit/program/department's plans to create a pipeline of faculty and staff for Black, Indigenous, and other People of Color (BIPOC) and other marginalized communities?
- Do BIPOC and other marginalized communities report feeling connected with employee(s) on campus? Do students of color report feeling connected with your program, unit, department?
- What strategies has your program/unit/department implemented to develop a welcoming environment for BIPOC and other marginalized communities? Does the environment foster a sense of student connection and belonging to increase retention and success?

**Program and Departmental Identity and Public Communication (*website, outreach materials, program materials, artwork, in the curriculum, etc.*)**

- Who was involved in developing the identity and values of the program/department? Who was not included (in terms of employees and students, BIPOC, and other marginalized communities)?
- Were students, including BIPOC students and other marginalized communities, involved?

- Is feedback collected from employees and students on the perception of the program/department's identity and communications?
- When looking at your program/unit/department webpages and outreach/informational materials, are BIPOC students represented (both gender and ethnicity)? How about other marginalized communities?
  - Example: *As you look at communications that are sent out from your unit/program/department are images of students inclusive?*

### **Policies and Procedures**

- Who was involved in developing the policies/procedures? Who was not included?
- Was feedback solicited from students, including BIPOC students?
- Was feedback solicited from employees of color?
- Has this policy/practice been evaluated? Does the policy or procedure create barriers or unintentional negative consequences for specific student groups?
- Who is benefiting from your program or service? Who isn't?
- As you examine your processes, are there potential barriers that exclude students? What are they? How might the process be revamped to minimize or eliminate the barrier(s)?

### **Student Access and Outcomes**

- What are the demographics of the students who are enrolled in or participating in your program or service?
- Are there any student groups that are not represented?
- What are possible barriers impacting their ability to participate or enroll in your program?
- How well are students performing in your program?
- Review data on the following disaggregated by race, ethnicity, and gender:
  - Course success rates
  - Course/program level retention
  - Persistence: fall to spring, spring to fall, and fall to fall
  - Completion- numbers of students completing your program or services, disaggregated by race and ethnicity
- Are you collecting qualitative data on the student experience in your program? How does your program planning reflect the student voice, and in particular for Black, Indigenous, and other People of Color?

### **Equity Minded Practices**

- Do we actively seek out and recruit BIPOC students to attend campus events and public meetings? (equity-related)
- Are employees seeking out professional development opportunities related to equity-minded practices?
- If you are a supervisor, are you encouraging and creating the opportunity for your employees to participate in equity-related training?

- How might you infuse principles of equity and cultural sensitivity in your work, for example, in meetings, resource allocation (budgets), programming, etc?
- Do you monitor and address microaggressions and culturally insensitive language in interactions with students or employees ?
  - From Dr. Harris' presentation, microaggressions include verbal or nonverbal public, private or environmental actions that cause either explicit or unintentional harm to a student based on their race/ethnicity, gender, sexual orientation, etc. Examples shared by Dr. Harris include the use of culturally insensitive language, ascription of intelligence, assumption of criminal status, making others feel like "second class citizens," unintentionally communicating that one's personal identification is the "norm" and anything outside of the "norm" doesn't fit or is not accepted (ie, is there diversity in the examples presented, texts, etc?). Another example is being mindful of bias when calling on students in the classroom when hands are raised and making sure all students have an opportunity to engage. Link: <https://drive.google.com/file/d/1BG3rwK3lbbcsIVWscE-3jt7R3Fr6O-fZ/view?usp=sharing>
- Do you encourage students to attend equity-related events?
- Do your students know how to access culturally affirming support and resources such as basic needs, mental health, and technology?
- How do you engage students to create an equitable space in the classroom and understand/learn about student needs? Example from Dr. J. Luke Wood and Dr. Harris III on informal student classroom assessment:
  - <https://drive.google.com/file/d/1nI6ExI95tZobmnh2fvUOTMFU4OmQ74ha/view?usp=sharing>
    - Examples equity-minded practices from from Dr. Harris III on equity-minded practices (*from Convocation January 2020*):
      - *Employing proactive and intrusive support practices, such as avoiding the "approach me first" or "ask me first"-- reach out to students by being proactive; checking for understanding, clarity, and confirming next steps; humanizing yourself, demonstrating authentic care and unconditional positive regard.*

**Curriculum and Instruction** (*Academic & professional matters are the purview of the Academic Senate & its committees*)

- When reviewing curriculum for courses in your program, are BIPOC students represented (both gender and ethnicity)?
- Are the syllabi and course content equity-minded and accessible? (The equity center has some best practices for how to create an equity-minded course syllabus).
- Do you plan to use equity-minded student supports, such as (but not limited to) Starfish Early Alert or other interventions for students who are at risk, to support students who are struggling in your class?
- Have you attended workshops on how to equitize your syllabus and curriculum?
- How can you incorporate or center culturally affirming content into your curriculum?
- Have you considered collaborating with equity leaders to facilitate workshops or brainstorm how to equitize your classroom?
- Do you monitor online discussion forums and in-person class discussions for microaggressions and culturally insensitive language and take appropriate action when needed?

### Administration, Leadership & Decision-Making:

- Do students and employees of color feel welcomed and connected at the college as a whole and its centers?
- How is equity incorporated into planning and decision-making?
- How are units that support FLC as a whole, such as the college's Public Information Services Office, infusing equity principles in the design and content of websites and other marketing materials. (See questions under "*Program and Departmental Identity and Public Communication*").
- What practices, policies and processes are barriers to student access and success? (college level and district level)
- What practices, policies and processes are barriers to employee recruitment, retention, and success of diverse faculty, staff and administrators? (college level and district level)
- How are administrators working with various constituency groups, such as faculty and classified, to develop and allocate budgets with equity and anti-racism in mind?
- How will the allocation of resources be prioritized to support equity-related programs and efforts?
  - How is equity incorporated into budget decisions?
- How are diverse student and employee voices considered and reflected in decision making?
- How is equity incorporated into college advocacy at the district? State?
- How are principles of equity and the college's Equity Statement infused throughout the campus?
- How are administrators working to promote and foster an inclusive campus climate for the college's diverse students and employees?
- How is equity incorporated and reflected in the college's governance structures? (committees, subcommittees, etc.)

### Next Steps for Action

- Goal:** Use the outcomes from this discussion and analysis to inform your Annual Unit Plan.
- All administrators, managers, and supervisors are asked to review and discuss this checklist with their unit/program/department to help inform planning processes and requests for resources.
- For Instruction-*
  - The Academic Senate and its committees have purview on all academic and professional matters and plan to infuse an equity focus into the instructional department program review and annual department plan processes.*
  - Instructional Departments may choose to use this framework as a suggested checklist tool to support program-level conversations on specific equity-minded efforts a program or unit may take.*
- Resources for program/unit level equity data:

#### FLC Office of Institutional Research Online Database: *Student Success & Equity*

<https://inside.flc.losrios.edu/planning-and-research/office-of-institutional-research/discipline-and-department-data>

- *Resources to explore and understand issues related to equity-mindedness, systemic racism and antiracism:*
  - What is Equity-Mindedness? from USC Center for Urban Education: <https://cue.usc.edu/about/equity/equity-mindedness/> and Developing a Practice of Equity Mindedness: <https://cue.usc.edu/files/2016/02/Developing-a-Practice-of-Equity-Mindedness.pdf>