

5 THINGS YOU CAN DO TO IMPROVE YOUR EQUITY PRACTICE TODAY!



On June 3rd, 2020, State Chancellor Eloy Oakley Ortiz issued a Call to Action to all California Community Colleges employees, challenging us to answer the question: What are we going to do to honor George Floyd, (Ahmaud Arbery, Breonna Taylor, and Tony McDade's) Lives Today? The Office of Equity and Inclusion, in collaboration with colleagues compiled the following recommendations for employees interested in improving their equity practice* today!

Prior to considering the suggestions, all employees should read the [Executive Summary](#) and individual Disproportionate Impact Project Team Recommendations (*Click links below*)

Learn about the experiences and histories of students from disproportionately impacted groups from the perspectives of these communities. Start by reading the Disproportionate Impact Project Team reports centering [Black](#), [Latinx](#) and [Native American](#) students. Next year, the Asian American Pacific Islander DI Project Team will write its report. Visit the website of [Asian Pacific Americans in Higher Education](#) for resources now.

5 THINGS ALL EMPLOYEE EDUCATORS CAN DO TO IMPROVE THEIR EQUITY PRACTICE NOW!

1. **Create connections with students.** Create inclusive and engaging online learning and support communities. Do so authentically by reflecting on your expectations and biases.
2. **Learn how to be** what Zaretta Hammond calls a “[warm demander](#)”. Incorporate warm-demanding and self-reflection into your practice.
3. **Have hard conversations**, show the courage to speak truth, giving space for real dialogue, once a collective history, context and knowledge is reached, seek tangible solutions.
4. **Critically examine your classroom and office culture, policies, and procedures** for bias toward marginalized communities: Black, Indigenous, People of Color, LGBTQIA+, People with Disabilities, and others.
5. **Provide leadership**, employment, mentoring, and mentorship **opportunities** for Black, Indigenous, and People of Color.

Always be mindful that we strive to be **best practitioners over best practices.*

Adapted from the work of Nick Daily, Veronica Lopez, Bee Curiel, Jen Laflam, Alej Garcia Fernandez, Gina Barnard & Cathy Arellano

A FEW MORE THINGS CLASSIFIED PROFESSIONALS CAN DO TO IMPROVE THEIR EQUITY

1. **Offer input to the Center for Teaching and Learning (CTL) as training for Classified Professionals is created and implemented.** When possible, attend social justice & equity programs and training offered by the Office of Equity and Inclusion, CTL, Pride Center, UndocuScholar Resource Connection, UNITE, etc.
2. Use **de-escalation and conflict resolution** skills to support frustrated students and colleagues before resorting to calling peers with shared identities or campus police (e.g. calling a Black peer to support a frustrated Black student).

A FEW MORE THINGS FACULTY CAN DO TO IMPROVE THEIR EQUITY PRACTICE NOW!

1. **Provide clear explanations on what is required to be successful on assignments and/or exams.** This is the top factor likely to contribute to the success in future classes for Black, Latinx, and Native American students.
2. **Give regular feedback about students' academic performance,** identified as a top factor likely to contribute to the success for Black/African American, Latinx, and Native American students. Hammond discusses feedback in [Culturally Responsive Teaching and the Brain](#).

A FEW MORE THINGS MANAGERS CAN DO TO IMPROVE THEIR EQUITY PRACTICE NOW!

1. Ensure **Equity and Inclusion initiatives remain a priority,** even amid COVID-19 and Budget Reductions.
2. **Carve out time for all members** of your unit to attend **PD and training.**
3. **Review your job description** and retool it to **prioritize equity.** Find the places where you have power to shift curriculum, office dynamics, “how we always do things”, campus culture, and make it a part of your job to fix it!
4. **Listen to your colleagues** most impacted by systems of oppression, but do not rely exclusively on them for your continued education and improvement.
5. Reflect on the leadership in your division, department, the college, and the district and **identify who is not at the table.** Ask why and ask often.

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