

Proposed Changes Draft

BP 2005 Student Success, Equity and Access Through Anti-Racism

Reference: **Ed Code 78220, 78221; Title 5 54220, 51026, 55500 et al.**
[In support of Resolution 20-015: Denunciation of Violence
against Black Americans and Commitment to Anti-Racism;
Resolution 21-011: Affirming Grossmont-Cuyamaca
Community College District's Commitment to Diversity, Equity
and Inclusion]

Adoption Date: April 21, 2015

Date Reviewed: [Board Date]

The Board will ensure the Grossmont-Cuyamaca Community College District (the District) provides educational experiences in which students can successfully achieve their goals in a timely fashion by:

- ensuring access to transfer-level courses, degrees, and certificates that are responsive to the needs of our diverse student population;
- ensuring students have access to transfer institutions, jobs, and career pathways that ensure a living wage; and
- ensuring equitable outcomes for all student groups, especially those from historically and racially marginalized groups.

These efforts will be achieved through the following anti-racist and intersectional commitments.

- Supporting an inclusive and anti-racist environment that prioritizes well-being, safety, racial equity, and diversity.
- Maintaining and promoting a culture of evidence by regularly monitoring the impact of success, equity, and access efforts and initiatives, including areas of disproportionate impact and campus climate, for all students, faculty, classified, and administrators.
- Supporting the recruitment, hiring, retention and advancement of ethnically and racially diverse employees to better reflect and serve our communities.
- Prioritizing funding for success, equity, and access efforts and initiatives.
- Supporting the chancellor, college presidents, equity leaders and others in success, equity, and access efforts and initiatives.

- Supporting the use of equity-minded teaching practices designed to eliminate equity gaps.
- Supporting the creation of evidence-based success, equity, and access programs and efforts.
- Regularly engaging in professional development related to success, equity, access, and campus climate.
- Discussing student success, equity, access, and anti-racism regularly at board meetings.
- Encouraging discussion of student success, equity, access, and anti-racism at college and district-level meetings.
- Advocating for student success, equity, and access initiatives at the local, state, and federal levels.

AP 2005 Student Success, Equity and Access through Anti-Racism

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Date Issued: April 21, 2015

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In accordance with BP 2005, *Student Success, Equity, and Access through Anti-Racism*, the District shall:

- Create and support an inclusive and anti-racist environment that prioritizes well-being, safety, racial equity, and diversity including:
 - Regularly assess contracts with law enforcement agencies.
 - Ensure all District employees and administrative leaders are provided information and training opportunities to promote a deep understanding of equity, anti-racism, and racial literacy.
 - Supporting regular and ongoing training for administrators, faculty, and classified staff related to equity, anti-racism, and racial literacy.
 - Support a method of accountability/reporting for hate crimes and discrimination.

- Maintain and promote a culture of evidence by regularly monitoring the impact of success, equity, and access efforts and initiatives, including areas of disproportionate impact and campus climate, for all students, faculty, classified, and administrators. These efforts shall include:
 - Assessing campus climate for all constituent groups.
 - Assessing areas of disproportionate impact/equity gaps.
 - Assessing equity plans.
 - Assessing impact of success, equity and access efforts and initiatives.
 - Assessing District and College disaggregated employment data.
 - Assessing budget expenditures and their impact on student outcomes for historically marginalized groups.

- Support the recruitment, hiring, retention and advancement of ethnically and racially diverse employees, specifically where research/data has revealed equity gaps/under-representation, to better reflect and serve our communities by:
 - Increasing the diversity of faculty, staff, and administrators including partnering with specific colleges and universities representing communities of color, and creating intentional marketing materials to recruit diverse employees.
 - Ensuring hiring recruitment plans are intended to produce racially and ethnically diverse applicant pools reflective of the student population and the data.
 - Creating an EEO representative program that entails having an EEO representative on every search and interview committee.
 - Creating a pipeline that will result in diverse faculty by supporting internships and mentoring for all part-time faculty.
 - Supporting and funding new employee onboarding and mentoring, including developing a first-year experience cohort program, supporting campus differences, cluster hiring, or other best practices for the development and retention of employees of color.
 - Supporting ongoing professional development to ensure the retention and advancement of employees of color.

- Prioritize funding for success, equity, and access efforts and initiatives by:
 - Prioritizing, fiscally supporting, and scaling-up programs for historically and racially marginalized student groups.
 - Prioritizing funding for professional development programming and training related to equity, anti-racism, and racial literacy.
 - Prioritizing funding for one ASCCC faculty equity liaison at each college.
 - Allocating and utilizing equity funds for programming, interventions, and support that directly impact access and success for students from historically and racially marginalized groups.

- Support the chancellor and college presidents in success, equity, anti-racism, and access efforts and initiative.

- Support the use of equity-minded teaching practices to eliminate equity gaps by:
 - Supporting efforts to fully integrate anti-racist curriculum, instructional and advising practices.
 - Supporting the equity-minded teaching initiatives and communities of practice informed by racially disaggregated data.

- Ensure engagement of Board members and the Chancellor in professional development related to success, equity, anti-racism, racial literacy, access, institutional biases and campus climate by:

- Discuss student success, equity, access, and anti-racism at board meetings, including:
 - Review of racial equity gaps in key performance indicators (KPIs) and related work/efforts that are prioritized on each campus to address those gaps.

- Advocate for student success, equity, and access initiatives at the local, state, and federal levels:
 - Providing periodic reports on Governing Board and Chancellor advocacy efforts at the local, state, and federal levels.

- Report annually on student success, equity, anti-racism, and access efforts related to the following:
 - Campus climate
 - Professional development efforts
 - Hiring efforts and impact
 - Equity gaps
 - Budget/expenditures
 - Local, state, and federal advocacy efforts

- Support and fund professional development programming for all employees focused on success, equity, anti-racism, and access by:
 - Supporting a program to develop a pipeline for internal advancement of employees into leadership positions
 - Ensure administrative leaders regularly engage in professional development related to equity; racial literacy; and mentoring, supporting, and retaining diverse employees.
 - Supporting a training program for classified and administrators with a focus on equity-minded practices, racial literacy, and anti-racism.
 - Supporting programmatic, anti-racist, equity-minded, and data-informed training for faculty.

- Discuss student success, equity, anti-racism, and access, and strategies for addressing these at district-level meetings.

- Advocate for student success, equity, anti-racism, and access initiatives at the local, state, and federal levels by:
 - Providing biannual reports about what the Chancellor has done to advocate at the local, state, and federal levels.