Equity Action Plan

MES, August 11th, 2021

**Equity Action Plan Template (2021-2024) Please fill out this template using the guidelines provided.**

***Section One: What are the Values of your division, Path, or CAT?***

Please list three to five Values that inform the work of your areas and describe how you put them into practice. For example:

· **Value 1**: Collaboration. Our model of collaboration celebrates team successes while recognizing the unique power and strengths of individual contributions.

· **Value 1**: Empowering every voice across the power spectrum. What voices are not being heard or who does not feel they have a space to speak up. Creating relationships and working environments that include trust, openness, and sincerity across systemic power differentials.

· **Value 2**: Ensuring that interdisciplinarity includes inclusivity of the values of all disciplines. Example, Social Science and Humanities fields often hold Equity at the center of the lenses they operate within and often Natural Sciences fields and professionals get to decide to pick which aspects of their interdisciplinary education they find important for their learning. True interdisciplinarity involves the understanding that Equity is an intrinsically important value for all disciplines and cannot be relegated to discipline-specific learning or knowledge sharing.

· **Value 3**: Deep, sincere, rigorous, transformational discussion and inquiry. The core value of an educational experience is that as a student, faculty, you are engaging in dialogue or inquiries where people are open to changing their minds and have enough comfort with the people in the space that they can share openly and others will listen hard to what they’re saying. Students who have more fiscal or libertarian perspectives cannot say how they really feel because it’s not a part of the group’s communal thoughts or the majority perspective. Students who are a part of historically marginalized communities do not feel safe or included in conversations and as a result, do not share their perspectives.

**Value 4:** Transforming the environmental movement and workforce to be more diverse in terms of race, gender, and class.

***Section Two: What are the Equity Objectives and Activities for your division, Path, or CAT for 2021-22?***

Please identify three or more Equity Objectives for the year, articulate which Strategic Equity Goals they are related to, and list Activities you will engage in to reach and measure these objectives. Please also name who will oversee evaluation of your Objectives.

Examples:

2021-22 Equity Objectives Related Evergreen Strategic Equity Goal(s) Target Measures Selected Key Activities to Meet Objective Who will oversee evaluation?

1. Build on the

capacities, strength,

and resilience of our

team in alignment

with our team

values, in order to

equitably support

students, faculty,

staff, and alumni

1, 2, 3, 4 a) a) Prioritize quarterly IE activities and training b) Invest in professional development and continual growth c) Ensure team members have the resources, resilience, and support they need to thrive d) Recognize success and intentionally build team-cohesion Program Specialist 2

2. Eradicate existing

gaps in achievement

for historically

underrepresented

and marginalized

students, staff, and

faculty 1, 2, 3, 4 a) Graduation rates b) Conversion and promotion c) Professional opportunities d) Leadership opportunities and recognition a)

2021-22 Equity Objectives Related Evergreen Strategic Equity Goal(s) Measure/Milestone Selected Key Activities to Meet Objective Who will oversee evaluation?

Objective 1:

Objective 2:

Objective 3:

Section Three: What are the Equity Objectives and Activities for your division, Path, or CAT for 2022-24?

Please identify three or more Equity Objectives for the year, articulate which Strategic Equity Goals they are related to, and list Activities you will engage in to reach and measure these objectives. Please also name who will oversee evaluation of your Objectives.

2022-24 Equity Objectives Related Evergreen Strategic Equity Goal(s) Measure/Milestone Selected Key Activities to Meet Objective Who will oversee evaluation?

Objective 1:

Objective 2:

Objective 3:

Equity Action Plans: Key Vocabulary

Access: Equal and equitable opportunities for students to take full advantage of their education. Factors such as race, religion, gender, sexual orientation, disability, perceived intellectual ability, past academic performance, special-education status, English-language ability, and family income or educational-attainment levels—in addition to factors such as relative community wealth, geographical location, or school facilities—may contribute to certain students having less access to educational opportunities than other students. Glossary of Educational Reform.

Diversity: Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations). [AAC&U].

Equity: Opportunities for all students to have equal access to and take part in educational programs that can close achievement gaps in student success and completion. [AAC&U]

Inclusion: Active, intentional, and ongoing engagement with diversity in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions. [AAC&U]

Inclusive Excellence: An active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities. Requires uncovering inequities in student success, identifying effective educational practices, and building such practices organically for sustained institutional change. [AAC&U]

Intercultural Knowledge and Competence: A set of mental, emotional, and behavioral skills and qualities that support effective and appropriate interaction in a variety of cultural contexts. Demonstrated through self-evaluation and self-critique, a desire to fix power imbalances where none ought to exist, and the development of partnerships with people and groups who advocate for others. [Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. Contemporary leadership and intercultural competence, ed. M. A. Moodian. Thousand Oaks, CA: Sage.]

Cultural Humility: A process-focused interpersonal attitude that is open to the aspects of cultural identity that are most important to others. Demonstrated by a commitment to self-evaluation and self-critique, a desire to fix power imbalances where none ought to exist, and the development of partnerships with people and groups who advocate for others. [Tervalon, M. and Murray-Garcia. 1998. Cultural humility versus cultural competence. Journal of Health Care for the Poor and Underserved.]

Cultural Wealth: An array of knowledges, skills, abilities and contacts possessed and used by Communities of Color to survive and resist racism and other forms of oppression. (Yosso 2005)