Racial Equity Resource Bank Tool: Inventory

According to Bell, 1986; 1998; Essed, 1991; and Baca Zinn 1989, race and its intersections with other forms of subordination shape the experiences of People of Color very differently. The Equity Resource Bank (ERB) Tool is starting with reviewing/inventorying racial equity in an understanding that documenting common practices, to improve campus climates, is an important step to examining critical work being done to improve equity. This tool is intended to use critical race theory discussion of community cultural wealth at the Community and Technical Colleges within Washington. As a tool, please share work done within your institution at the division, department, and/or committee level to improve racial equity for student, faculty, staff, and/or community members.

Phase I: Inventory. *To identify components and themes for resources available to start an equity bank it's important to look at the various constituents (students, faculty, and staff) that might use the ERB and/or groups that could be better served from resources and information contributed to the ERB. Understanding major components (access, access + success, and success) and indicators is crucial.*

Many journal articles have identified 3 major groups/populations on college campuses (students, staff, and faculty). Within these groups the two major components of *Access and Success* arise for their lived experiences.

For the purpose of creating a baseline understanding, the following definitions will be used for Access and Success.

- *Access*: The ways in which educational institutions and policies ensure students [and employees] have equal and equitable opportunities to take full advantage of their education [employment] opportunity.

- *Success*: The [careful assessment of] our students' [employees'] short-term objectives relative to their long-term goals and to provide the right curricula, academic supports [or supports in general to employees] and services to help them [students or employees] achieve these goals." (McPherson and Schapiro, 2008).

In using this tool, we will not be rating the work being done. Instead, the answers provided will be part of a qualitative *Inventory* of work being done at all the community and technical colleges. You may not have answers to all the components of the Racial Equity Resource Inventory Tool. That is okay. Answering each question is optional and based on the current practices taking place on the campus.

Institution: _____

Major Component: Access

A-1	What recruitment practices are taking place, prior to the advertising of a position or opening of admissions, to recruit a qualified racially diverse applicant pool?
Students	
Faculty	
Staff	

A-2	What current practices are taking place on the campus to ensure equitable hiring practices? Please provide examples.
Students	
Faculty	
Staff	

A-3	What retention practices are taking place to encourage racial equity (i.e. mentoring programs, affinity groups, faculty and staff of color reception, etc..)?
Students	
Faculty	
Staff	

A-4	What changes in learning or curriculum activities are taking place to encourage high impact practices for recruitment and collaboration across disciplines and/or departments?
Students	
Faculty	
Staff	

A-5	What type(s) of onboarding is prepared, created, or has been developed with community members for different constituent groups to understand racial equity initiatives in the surrounding community? Please provide examples and brief synopsis of the purpose of said organizations.
Students	
Faculty	
Staff	

A-6	What ways has campus departments, divisions, areas, etc.. prepared for changing demographics to increase racial equity? Please provide examples and explanations.
Students	
Faculty	
Staff	

A-7	Please share some of the onboarding solutions the department, division, and/or areas have created to address persistent disparities at community and technical colleges (CTCs).
Students	
Faculty	
Staff	

A-8	In what ways has campus leaders demonstrated viability and vibrancy of diversity in education through initiatives to recruit and on-board campus constituents (i.e. acknowledging research on racial inequity and the implications to the institution, community, and global economy)?
Students	
Faculty	
Staff	

A-9	Please share the campus equity statement and ways said statement is communicated to different constituents.
Students	
Faculty	
Staff	

A-10	Please share what K-12 pipeline programs have been created to increase racial equity on the campus in the blank box below? Then share ways students, faculty, and staff have been involved in the creation and maintenance of the pipeline.
Students	
Faculty	
Staff	

A-11	Please share what targeted efforts have been created to increase racial equity in targeted STEM programs and initiatives for each constituent?
Students	
Faculty	
Staff	

Major Component: Access + Success

A+S-1	What committees exist across students, faculty, and staff to examine diversity efforts? Please share if these committees converge as one group and/or are separated to focus on various constituent groups.
Students	
Faculty	
Staff	

A+S-2	What initiatives are being planned to create increased racial equity across the campus for different constituencies?
Students	
Faculty	
Staff	

A+S-3	How is data used to inform racial equity? Please give examples of work.
Students	
Faculty	
Staff	

A+S-4	What publications and resources are used or have been used to examine racial equity informing, planning, and execution?
Students	
Faculty	
Staff	

A+S-5	The ability to lead, understanding technology savvy, has been identified as 1 of 5 essential leadership skills of the new economy. How has/is the campus prepared for racial equity for the area of technology? Please describe.
Students	
Faculty	
Staff	

A+S-6	What trainings, learning opportunities, and/or presentations exist to help campus constituents understand and expand knowledge of racial diversity, equity, and inclusion? Please provide examples.
Students	
Faculty	
Staff	

A+S-7	What type of and how much funding exist to support racial equity work for campus constituents? Please provide **examples**, **the source of the funding**, and **amount of funding**.
Students	
Faculty	
Staff	

A+S-8	Please describe the promotion practices in place to encourage the retention of constituents (not including grades or health and retirement benefits).
Students	

Faculty	
Staff	

A+S-9	**It has been examined that there is a disparity in equitable pay among different racial groups. Please share ways the campus examines equitable pay in promotion practices.**
Students	
Faculty	
Staff	

A+S-10	**Please share policies and procedures that have been examined and/or changed to improve greater racial equity for various constituent groups. Please provide examples.**
Students	
Faculty	
Staff	

A+S-11	**Please share what types of common definitions have been developed to support racial equity work among and for different constituent groups? Please provide examples.**
Students	

Faculty	
Staff	

A+S-12	**How is racial equity reflected in Guided Pathways for each constituent groups and sub-groups?**
Students	
Faculty	
Staff	

A+S-13	**Please share ways the college has examined images on the campus to encourage historical racial equity.**
Students	
Faculty	
Staff	

A+S-14	What financial aid policies and procedures (non-federal or state) have been amended to support greater racial equity on the campus?
Students	
Faculty	
Staff	

A+S-15	Please share types of surveys implemented to examine racial equity. Please share if survey is applied to specific or all constituent populations.
Students	
Faculty	
Staff	

A+S-16	Please share what barriers to participation on campus (in or out the classroom) have been eliminated to increase or gain greater racial equity.
Students	
Faculty	
Staff	

A+S-17	Please share the developed racial equity institutional perspective (defined as diversity crystallized in formal statements of policy expressing what the institution values and believes regarding diversity, equity, and inclusion). Give examples of the implications for each constituent.
Students	
Faculty	
Staff	

A+S-18	How is diversity scholarship encouraged to increase racial equity and opportunity for *minoritized* and *non-minoritized* groups on the campus? Please provide examples.
Students	
Faculty	
Staff	

A+S-19	Please share-learning inventions taking place to close disparities in racial equity on the campus.
Students	
Faculty	
Staff	

A+S-20	Please share completion inventions taking place to close disparities in racial equity taking place on the campus.
Students	
Faculty	
Staff	

A+S-21	What innovative changes have been made in curriculum and learning materials to increase racial equity? Please provide examples being done across the campus.
Students	
Faculty	
Staff	

Major Component: Success

S-1	Please share formally or informally recognized racial affinity groups (i.e. Asian Pacific Islander Club, Faculty of Color Assembly) encouraged or supported by the campus.
Students	
Faculty	

Staff	

S-2	**Please share budgetary support provided, formally or informally, to recognized racial affinity groups (i.e. Asian Pacific Islander Club, Faculty of Color Assembly) that is encouraged or supported by the campus.**
Students	
Faculty	
Staff	

S-3	**Please share regional, national, and local committees that the institution financially supports to encourage *minoritized* individual or group participation. Please provide examples and if individuals at the college have a specific roles within the supported off-campus committees or organizations.**
Students	
Faculty	
Staff	

S-4	**Please share ways *minoritized* group members are exposed to greater and/or increased levels of knowledge growth within the organization (i.e. being involved in presidential meetings for a person aspiring to be a president and currently functioning within the organization as a Dean).**

Students	
Faculty	
Staff	

S-5	Please share ways constituents are informed on transfer, certificate, and high demand programs to increase racial equity. Please provide examples.
Students	
Faculty	
Staff	