Questions to Consider

Personal Equity   *(Who am I?)*

On a personal level, individuals practice self-awareness and equity; claim responsibility as a person and commit to equitable education; learn to recognize and address personal biases

- **What is your level of commitment to equitable education?   To you, what is the difference between interested and committed?**
- **Do you know why equitable education matters to you?**
- **Do you actively work to learn about your own biases?**
- **Do you question yourself about your own identities, including your racial identity, and how your identities impact your work?**
- **Do you actively work to develop your equity consciousness (CUE) by exploring, understanding, and working with different forms of racism and isms, bias, power and positionality, oppression, and internalized oppression?**
- **Do you know your triggers and how to stay present when you are triggered?**
- **Do you engage in healing work so you can stay engaged in social justice and equity work?**

(Curtis Linton, USC Center for Urban Education, Veronica Neal, DeAnza College, California Community Colleges Chancellor's Office, Chao)

Educational/Professional Equity   *(What do we do?)*

In professional roles, individuals utilize equity-based practices to effectively support and actualize success for disproportionately impacted and marginalized populations

- **Do you provide all students with the individual support they need to reach and exceed a common standard or expectation?** (Linton 2011, 87)
- **Do you engage as an equitable "best practitioner"?**
- **Do we design our personal and institutional support systems and our professional environment to help actualize success for all students?**

Institutional Equity   *(Who are we?)*

College policies, practices, processes, and structures actualize success for disproportionately impacted and marginalized populations

- **Is there clarity in language, goals, and measures for all equitable practices?**
- **Is "equity-mindedness" the guiding paradigm for language and action?**
- **Are practices and policies designed to accommodate differences in the contexts of students' learning rather than to treat all students the same?**
- **Is ARC enacting equity through a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness?**
- **Is equity enacted as a pervasive institution- and system-wide principle? (see reference below)**
- **Is there visible leadership and accountability for equity?**
- **Is there accessible professional development is in place to develop your equity frame and support your equity learning and equity success?**

Developed from CUE's five principles of Equity by Design.
Reference: http://cue.usc.edu/equity-by-design-five-principles/