



Inclusive Program Review

A Justice and Equity Framework



Student Affairs Assessment Committee

Candida Darling (Chair), Richard Diaz, Susanna Garcia,
Ahmad Varedi, Tanasia Valdez, Alonso R. Reyna Rivarola,
Anita Lui, and Samantha Faupula

Overview

In *How to Be an Antiracist*, Kendi (2019) stated, “To be an antiracist is a radical choice. . . requiring a radical reorientation of our consciousness” (p. 23). At Salt Lake Community College (SLCC), reimagining program review through an equity and justice lens is a radical choice that will help us collectively reorient our individual and collective consciousness. This guide will help departments reframe program review through an equity and justice framework, which is focused on identifying and dismantling systems of oppression for students of Color and other students with marginalized identities. This will be a useful tool in identifying systemic barriers and problematic policies that can then be addressed and dismantled.

In this document, you will find strategies for incorporating an equity and justice framework into the three phases of program review (i.e., self-study, external review, and implementation plan). Ultimately, the goal is to provide a framework that will guide departments in providing students a culturally relevant, socially just educational experience at SLCC that will be a force of justice in their lives.

Equity and Justice Framework

In *Becoming Hispanic Serving Institutions: Opportunities for Colleges & Universities*, Garcia (2019) offers six action-based recommendations to help institutions move beyond simply enrolling marginalized students, to a justice and equity model that will help with creating a more equitable environment. In this document, we refer to Garcia’s recommendations as an Equity and Justice Framework, which includes:

Provide curricula and programs that are grounded in equity & justice (not diversity & multiculturalism) – Programming should actively provide an educational experience beyond multiculturalism or diversity that is racially, ethnically, linguistically, and culturally enhancing and is grounded in a social justice model, in which students learn about systemic oppression and discrimination, with the goal of disrupting these systems. This work should not be left solely staff of color.

Hire faculty, staff, and administrators committed to equity & justice - This includes hiring people of Color and people from marginalized backgrounds who are committed to justice and who come from the same neighborhoods as students. It also means that staff from dominant groups (i.e., white people) must also be committed to equity and justice, and be committed to disrupting oppressive organizational structures.

Value and embrace nondominant input, process, and outcome indicators of success – Rather than over-emphasizing typical student success outcomes like graduation rates, justice-oriented outcomes should be developed including civic engagement with marginalized communities, social justice orientation, and critical consciousness.

Reinforce multilingualism and the preservation of languages that students come to campus with – Colleges must embrace and legitimize multilingualism at the institutional level in formal ways (beyond informal interactions). Although the book specifically references Spanish, colleges must embrace all languages that students speak.

Provide high-touch practices for students - This includes intrusive advising and experiential learning (like internships and other hands-on activities). These practices must be centered on the ways that students of color experience the world.

Provide students with diverse financial support - This includes providing resources that meet the needs of low-income, food-insecure, and housing-insecure students, including helping students borrow books and clothes, and/or providing food through on-campus pantries.

(Adapted from pgs. 116-120)

Incorporating the Framework into the Self-study

While developing the self-study, an additional section on equity and justice will be added by each department. This will be added as section eight, just before the conclusion of the self-study, in addition to the other questions included in the program review guidelines.

This additional section should include the following items:

8. Equity and justice framework
 - a. Summarize how departmental programming is grounded in equity & justice (not diversity & multiculturalism)
 - b. Describe progress on hiring staff committed to equity & justice by providing tangible examples
 - c. Describe justice-oriented outcomes of the department that are focused on social justice, critical consciousness, civic engagement with marginalized communities, etc.
 - d. Describe efforts to reinforce multilingualism within the department
 - e. Describe high touch practices that are centered on the ways students of Color experience the world
 - f. Describe efforts to meet the needs of low-income students with food and housing insecurity

Incorporating the Framework into the External Review

The equity and justice framework will be incorporated into the external review process as well. It is an important component to consider when compiling the external review team, and equity and justice questions will also be incorporated in the external review team report.

Equity-minded review teams

Creating an equity-minded review team requires intentionality, reflection, and a commitment to developing a team that can help identify systemic barriers within the department. Centering the experiences and voices of people of Color and other marginalized groups is essential in establishing a review team that is committed to equity and justice. Directors and AVPs should carefully consider the unique perspectives of each team member and ensure that all team members have demonstrated a commitment to disrupting oppressive organizational structures by developing innovative approaches to equity and justice at their own institutions.

Supplemental questions for external review teams

The external review team should address the following supplemental questions related to the equity and justice framework, to be included in the external review team report. These questions are in addition to the general review team questions provided in the program review guidelines.

1. Overall, how well is the department centering the voices and experiences of students of Color and other marginalized groups?
2. How effective is the department in grounding programming through an equity and justice lens (beyond diversity and multiculturalism)?
3. How committed are staff in the department to equity and justice? How do hiring practices ensure that candidates are committed to equity and justice?
4. How is the department embracing justice-oriented outcomes (like social justice or civic engagement) in addition to typical student success indicators? What additional indicators should be measured by the department in the future?
5. How is the department reinforcing multilingualism? Where are potential areas for improvement in embracing multilingualism?
6. How effective is the department at offering high-touch practices (like intrusive advising) to students? What additional high-touch practices could be implemented to support students?
7. How effective is the department at meeting the needs of low-income students? What additional resources could be developed to meet the needs of these students?

Incorporating the Framework into the Implementation Plan

Specific goals and action items related to equity and justice must be included in the program review implementation plan. Goals should be specific and achievable, and should address systemic barriers identified in the external review team report. These goals should be lofty, and should help center the voices and experiences of students of color and other marginalized groups.

References

Garcia, G. A. (2019). *Becoming Hispanic-serving institutions: Opportunities for colleges & universities* (2nd ed.). Johns Hopkins University Press.

Kendi, I. X. (2019). *How to be an antiracist* (1st ed.). One World.