

Equity-Minded Guiding Questions for Policy* Development and Review

Is the policy designed with
Students in mind?

- Is the policy written in clear, understandable language with a student audience in mind?
- Does the policy encourage the participation & success of historically minoritized students as an institutional responsibility?
- Has student-centered input been received prior to moving the policy forward? (e.g. from students & staff in empowerment programs (Ujima, Puente), CalWORKs, Veterans, EOPS, Foster Youth, DSPS, International Students, Associated Students & centers/programs serving our minoritized student populations)

Does the policy utilize
language that conveys a
willingness to help
students succeed?

- What assumptions are made about students within the policy? Do any of the assumptions reinforce bias or stereotypes?
- Does the language used include or exclude students from communities that have been historically excluded/minoritized by higher education? (e.g., African American/Black, Latina/o/x, Native American, Alaskan Native, Asian American/Pacific Islander, LGBTQ+, Veteran, and Disabled Students, Former Foster Youth, and other minoritized groups)
- Who may benefit from the policy? Who may be excluded from any potential benefits from the policy? Who may not be eligible for any potential benefits from the policy?

Does the policy design
prevent potential negative
effects on equity in access,
retention, or success?

- Does this policy call for resources a student may not have access to? (e.g. a mailing address)
- Could the policy cause disproportionate impact to specific groups based on other factors related to educational inequities? (e.g. housing security, socio-economic status, proximity to campus and transportation options, etc.)
- Is all necessary information included in the policy to help students make an informed decision?

Additional Recommendations:

- Institutionalize student engagement in the policy revision process.
- Add links to the steps and/or resources referred to in the policy.
- If legal language is absolutely necessary to use in the policy, include a separate document that explains the policy in language designed for a student audience.
- Gather disaggregated student data related to the policy to inform the revision process.

*Policy refers to both board policies (BP) and administrative procedures (AP).

Adapted from PROTOCOL FOR ASSESSING EQUITY-MINDEDNESS IN STATE POLICY (CUE, 2017), and A VISION FOR CHANGE: COMMITMENTS (CCCCO, 2017).