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Interactive Activity #1

Instructions

1. Based on your breakout room number, review the same numbered competency and Chancellor's Office Recommended Description.
2. Reminder: **“Competencies”** refer to skills, knowledge, abilities, and behaviors all employees must demonstrate and utilize in interactions with students and colleagues, and the performance of their job duties. [Title 5 § 52510.f](#)
3. Discuss the following questions for 10 minutes:
 - a. Which of the recommended descriptions stands out to you and why?
 - b. In your role, what do you currently do (or have done) that would demonstrate a contribution to this competency?
 - c. Which competency description strongly connects with the culture of your college/district?
4. If there is time, feel free to brainstorm ideas for developing your own description that is tailored to your college/district.

The following activity is based on the Chancellor's Office [DEIA Competency and Criteria Recommendations](#)

Breakout Room #1: Accessibility

Competency – Accessibility

Understanding that a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

Chancellor's Office Recommended Description for Accessibility

- Provides students with a variety of learning modalities through pedagogy and/or curriculum that considers variability and diversity of learners.
- Applies universal design strategies within one's employment role to make instruction, employment opportunities, technology, campus services, programs, and facilities accessible, welcoming, and useable for students, employees, and community members of all abilities.
- Demonstrates a commitment to professional development opportunities to create more accessible classroom, campus, and working environments.
- Demonstrates an awareness and understanding of apparent and non-apparent/invisible disabilities, use of ableist language, and the intersection between disability, race, and other identities held.
- Demonstrates an awareness of potential barriers that policies, procedures, and/or practices may pose to people with differing abilities.

Breakout Room #2: Cultural Competency and Self-Reflection

Competency – Cultural Competency

Understanding diversity as fluid, intersectional, and integral to institutional excellence. Recognizing how racial and social identities influence systems of privilege and marginalization. Applying cultural awareness to create equitable and inclusive environments for students and colleagues.

Chancellor's Office Recommended Description for Cultural Competency

- Acknowledges that cultural and social identities are diverse, fluid, and intersectional.
- Demonstrates an ongoing awareness and recognition of racial, social, and cultural identities with fluency regarding their relevance in creating structures of oppression and marginalization.
- Demonstrates an understanding of the lived experiences of culturally diverse students, employees, and communities in the district and uses that understanding to contribute to student success, equity, inclusion, and accessibility.
- Seeks DEIA and anti-racist perspectives and applies knowledge to problem solving, policies, and processes to create respectful, DEIA-affirming environments (e.g., campus and classroom environments that are inclusive, accessible, promote equity, and affirm diversity).

Competency – Self-Reflection

Engaging in self-assessment of personal commitment to DEI. Identifying and addressing internal biases. Acknowledging the impact of behaviors on diverse communities.

Chancellor's Office Recommended Description for Self-Reflection

- Engages in self-assessment of one's own commitment to DEIA and internal biases, and seeks opportunities for growth to acknowledge and address the harm caused by internal biases and behavior.

Breakout Room #3: Data, and DEIA & Mission

Competency – Data

Using data to identify inequities and drive institutional change. Applying an equity-minded lens to interpret and act on student success data.

Chancellor's Office Recommended Description for Data

- Uses data to uncover inequitable outcomes measured through equity-mindedness that calls out racialized patterns in the data, policies, and practices to inform strategies to improve equitable student outcomes and success.

Competency – DEIA & Mission

Connecting DEIA and anti-racism to YCCD's mission and the California Community Colleges' Title 5 Regulations.

Chancellor's Office Recommended Description for DEIA & Mission

- Articulates the importance and impact of DEIA and anti-racism as part of the institution's greater mission.

Breakout Room #4: DEIA and Pedagogy & Curriculum and Self-Improvement

Competency – DEIA and Pedagogy & Curriculum (Faculty Only)

Accommodating diverse learning styles and implementing culturally affirming teaching strategies.

Chancellor's Office Recommended Description for DEIA and Pedagogy & Curriculum

- Promotes and incorporates DEIA and anti-racist pedagogy.
- Ensures and accommodates for diverse learning styles and utilizes holistic assessment methods.
- Participates in training to incorporate culturally affirming pedagogy.

Competency – Self-Improvement

Committing to continuous growth in DEI and anti-racist understanding. Learning strategies to repair and mitigate harm to marginalized groups.

Chancellor's Office Recommended Description for Self-Improvement

- Demonstrates a commitment to continuous improvement as it relates to one's DEIA and anti-racism knowledge, skills, and behaviors to mitigate any harm caused (whether intentional or not) to minoritized communities.