

“You cannot combat inequity with good will even the best intended people fall over and over again into the traps of their own blind spots.”

Davidson (2015)



MOVING FORWARD: EQUITY & INCLUSION

Chisa Uyeki, 11/15/19

Equity- Minded Educators

- Attentive to patterns of inequity in student outcomes
- Take personal and institutional responsibility for the success of students
- Critically reassess our own practices
- Race-conscious
- Aware of the social and historical context of exclusionary practices in American Higher Education.

from Center for Urban Education, USC

Equity-Mindedness

According to Bensimon (2007) Equity-mindedness entails:

- recognizing the ways in which **systemic inequities disadvantage minoritized people** in a range of social institutions or contexts (education, employment, healthcare, the criminal justice system, etc.)
- (re)framing outcome **disparities as an indication of institutional underperformance** rather than students' underperformance;
- **not attributing outcome disparities** exclusively to students or **perceived deficits** in students' identities, life circumstances, or capabilities;
- **critically reflecting upon one's role and responsibilities** (as a faculty member, student affairs staff, administrator, counselor, institutional researchers etc.).

Equity
Enriched
Environments
Require:

Valuing and believing equity is achievable

Addressing cultural issues to ensure strategies can be successful

Input and commitment at all levels of the institution

Adapted from Frank Harris III presentation 8/22/19

Institutional Equity Taxonomy

CULTURE

STRATEGY

- 
- Leadership
 - Mission and Values
 - Embedded Practices
 - Psychological Climate (Hurtado et al.)
/Beliefs/Attitudes/Assumptions about Equity
 - Physical Environment
 - Governance
 - Faculty/Staff Composition
 - History/Legacy of Racism/Exclusion (Hurtado et al.)

From Frank Harris III presentation 8/22/19

Institutional Equity Taxonomy



From Frank Harris III presentation 8/22/19

ENVISIONING INCLUSIVITY





Equity and Student Success

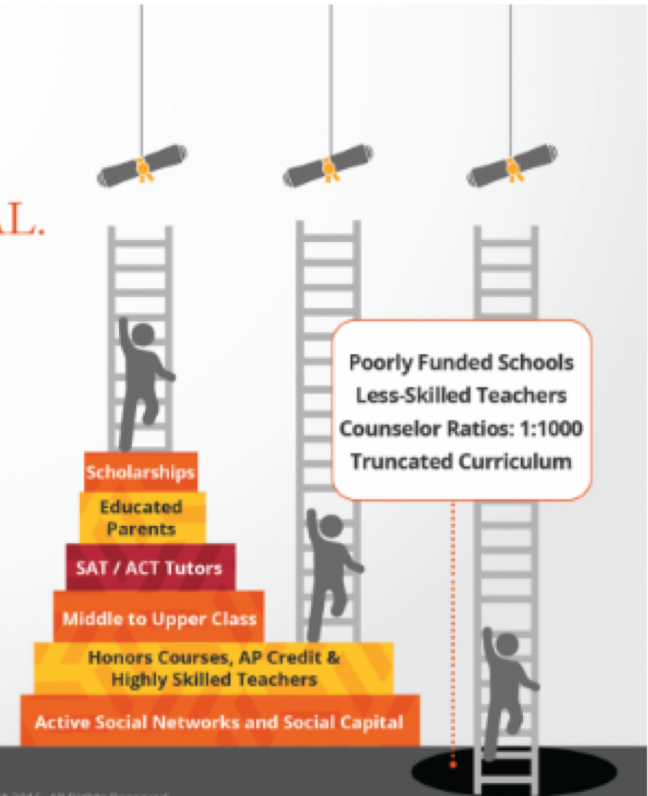
EQUALITY
imagines an
equal world.

*"I care about all
students equally"*



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But the world
ISN'T EQUAL.



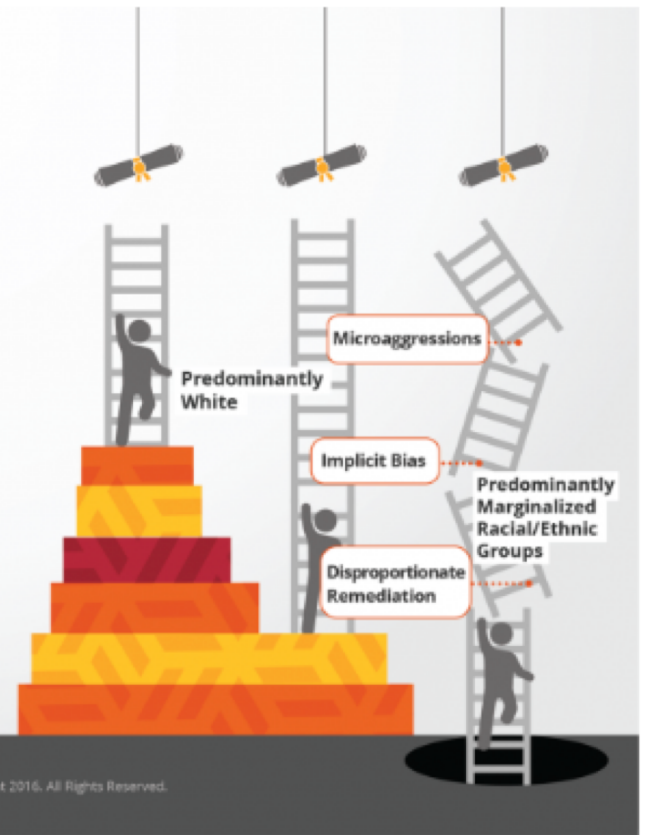
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Within this same picture, a **DIVERSITY** lens focuses only on bringing more students into an unequal pathway.



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And it has **BIAS AND SYSTEMIC RACISM.**



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In contrast, **EQUITY** redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.



WHAT DOES AN
EQUITY ENRICHED
CAMPUS LOOK LIKE?



WHAT DOES INCLUSIVITY LOOK LIKE...

in the classroom, in the Library,
in the ...Center, in the office,
on the field, on the committee?

*Draw on a
post-it what
inclusivity
looks like to you*



Equity Enriched

1. Equity is seen as an asset/institutional strength/necessity
2. Equity is seen as attainable
3. Equity is seen as an indicator of institutional performance (an institutional responsibility ethos)
4. Equity is valued
5. Equity is widely embraced and embedded throughout the institution

Equity Deprived

1. Equity is seen as an annoyance/liability/burden
2. Equity is seen as unattainable
3. Equity is seen exclusively as an indicator of student performance
4. Equity is not valued beyond compliance and funding
5. Equity is embraced by a few and on the margins

From Frank Harris III presentation 8/22/19

Equity Enriched

Equity Deprived

6. Leadership is public, transparent, and unapologetic about prioritizing equity

6. Leadership is fearful of or ashamed to embrace equity

7. Commitment to rethinking and re-envisioning the institution to achieve equity

7. Commitment to the status quo

8. Equity is viewed as an urgent issue

8. Equity is viewed as negligible or negotiable

9. Institutional researcher shares data and facilitates equity-minded sensemaking

9. Institutional researcher hoards data and sees themselves as a gatekeeper

10. "Equity" is prominently featured throughout the institution (buildings, signs, banners, documents)

10. "Equity" is invisible throughout the institution

From Frank Harris III presentation 8/22/19

Equity Considerations:

- How will you commit to prioritizing equity in your work?
- Leave behind we've always done it this way & question how we operate– Apply the Equity Lens:
- Can we make it easier? More accessible? More inviting to diverse student, faculty, or staff?
- Where and how can we acknowledge history and legacy of racism and exclusion in higher education?

How do we prioritize equity?

- DATA: What data do you need & how will you use data to inform equity-minded decision making?
- FACILITIES & VISUAL VALUING: do we feature the diversity of our staff, faculty & students as our strengths in authentic ways? What more can we do?
- CURRICULUM:
- PROGRAM or SERVICE DEVELOPMENT:
- HIRING:

Commitments

To prioritize and address equity and inclusion in my work, I commit to _____

What do you commit to do this year to approach your work from an equity-mindset? [in your department, unit, program, or division]

EXAMPLES:

I will commit to professional development to prioritize equity in my teaching

We will commit to reviewing our intake procedures to ensure that we are not inhibiting access

We will include consideration of equity as a standing item on our faculty meeting agenda to prioritize equity in our department

We will reconsider our service hours from an equity perspective



Individual Commitment

<https://tinyurl.com/1115individual>



Program/Unit/Dept
Commitment

<https://tinyurl.com/1115unit>

Works Consulted

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**THANK
YOU**

спасибо 谢谢

GRACIAS

THANK YOU

ありがとうございました MERCI

DANKE धन्यवाद

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