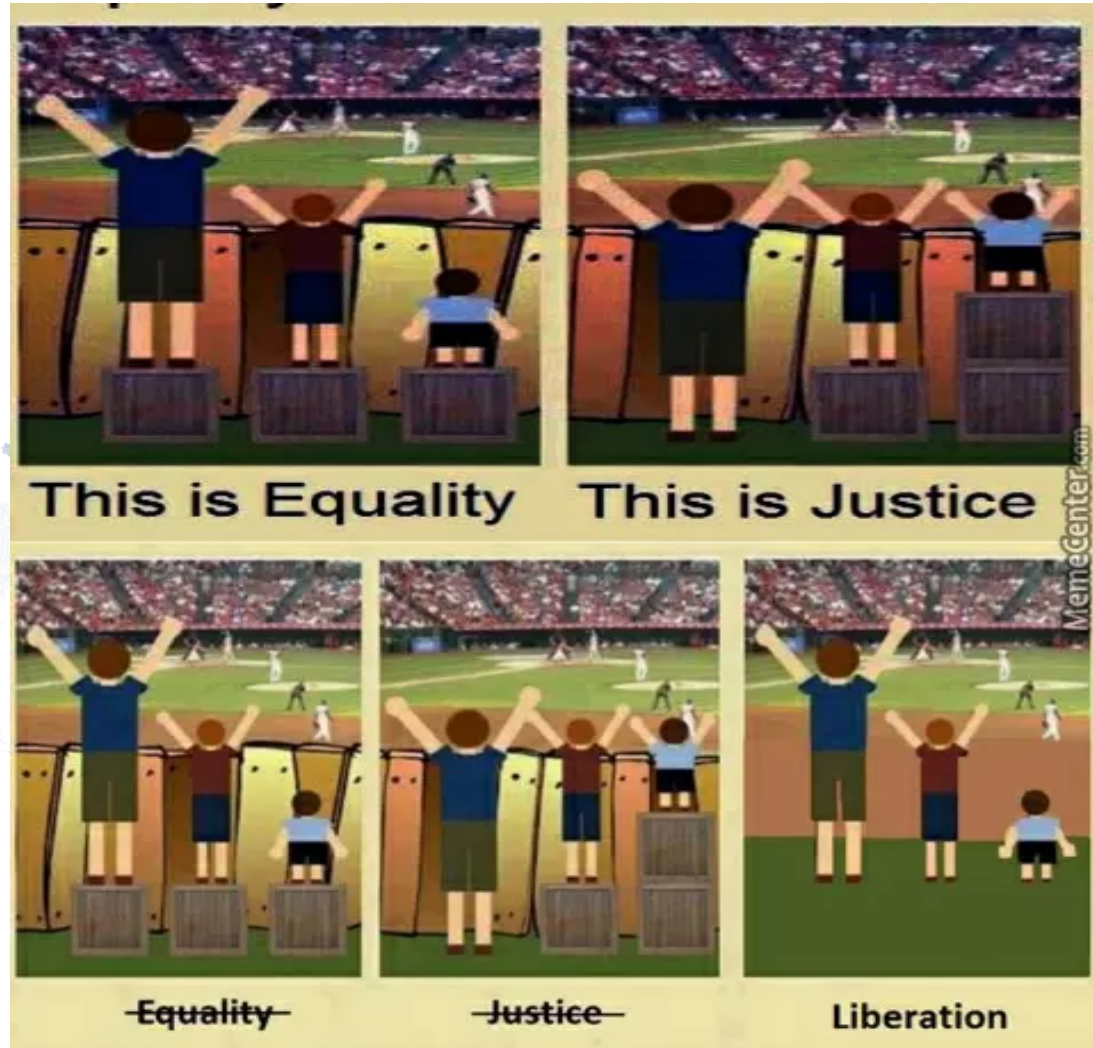




Equity Defined

Equity – The commitment, capabilities, and experiences of an institution to equitably serve low income students, students of color, and other at-risk student populations with respect to access, success, and campus climate (ATD)

Equity in Action



The McPhail Group LLC. McPhail. 9.27.18



Equity and Equality

“Equity” and “equality” have long been used interchangeably, but the terms are often confused with each other. While the focus of equality is framed with sameness being the end goal, equity may be defined as a state in which all people, regardless of their socioeconomic, racial, or ethnic grouping, have fair and just access to the resources and opportunities necessary to thrive

Interplay of Principles

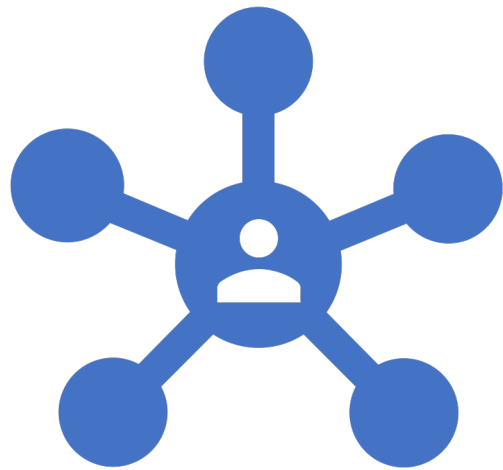


DIVERSITY

INCLUSION

EQUITY

EQUITY
MINDEDNESS



DIVERSITY

Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations)



INCLUSION

The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions



EQUITY

The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion
(AASCU)

EQUITY MINDEDNESS

A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff (Center for Urban Education, University of Southern California, 2018)

Building Institutional Support for Equity



Faculty, administration, counselors, advisors, and other people in positions to make changes can make a marked difference in the educational outcomes of underserved students if they are willing to recognize where their policies and practices are not working and address the reality of their students, rather than the students they think they should have (CUE)



Question #1

- **Which group or groups feel most welcome at your college and which ones feel like they are not?**



Equity- Mindedness Framework

Equity-mindedness is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented (Bensimon and Malcom 2012; Center for Urban Education; n.d.; Dowd and Bensimon 2015)

Why Equity Matters

A focus on equity takes into consideration the varying personal experiences and social identifiers that impact students' educational opportunities, including race, gender, ethnicity, socioeconomic status, disability, family background and others. To address these inequities, education leaders must first understand that diverse students have diverse needs. Institutions have the power to advance educational equity by targeting resources and crafting policy that challenge the status quo.

Building and Sustaining Support for Equity

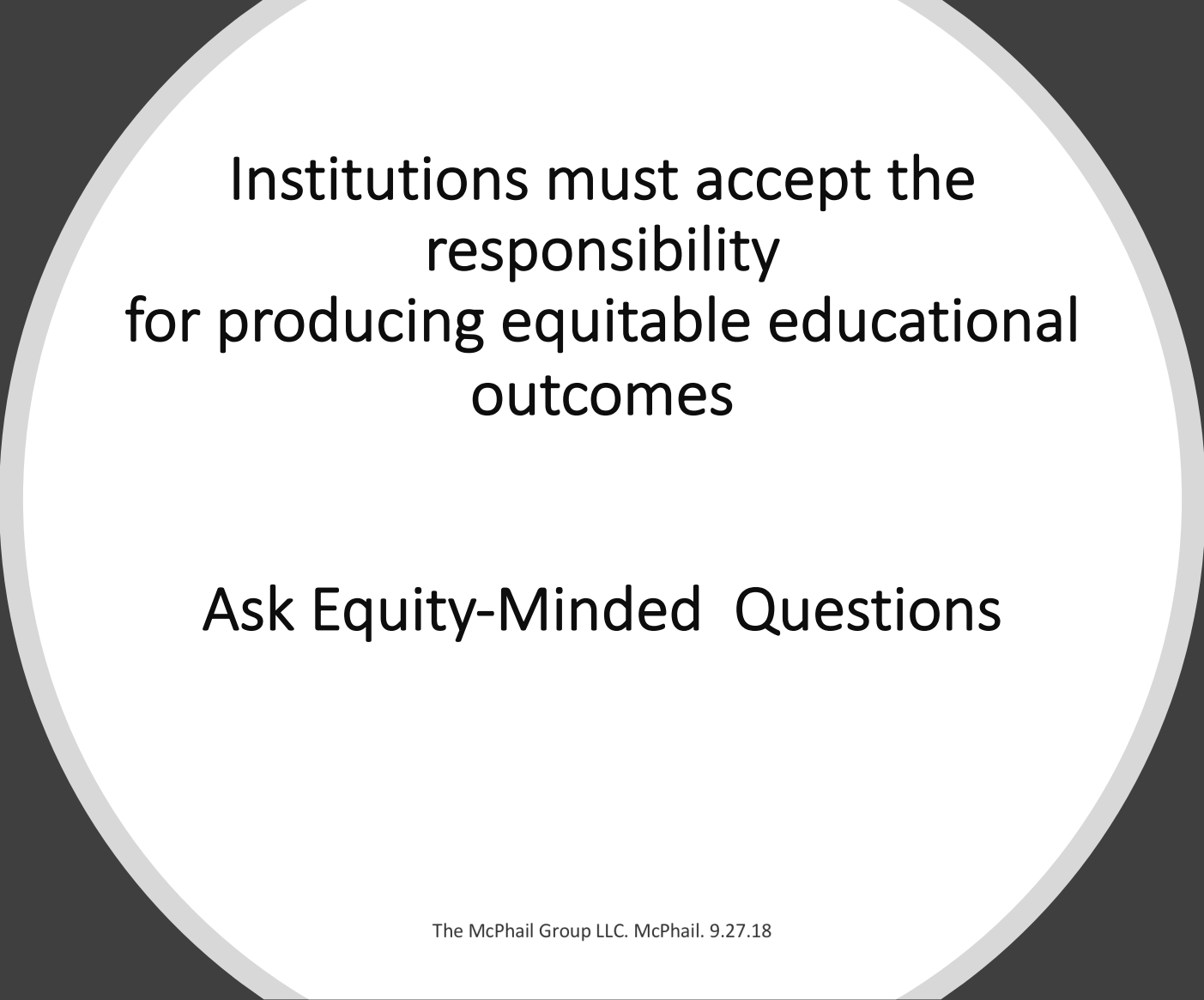


I never teach my pupils,
I only attempt to
provide conditions in
which they can learn.

- Albert Einstein

The Deficit Model

Some educators work from this deficit model, which means they believe that if underserved students worked harder, they would achieve. This is a problem. According to a National Center for Education Statistics' (NCES) study, teachers' expectations impact student success more than a student's own motivation.



Institutions must accept the
responsibility
for producing equitable educational
outcomes

Ask Equity-Minded Questions

Seven Questions



- 1) Do your equity services, programs, or activities seek to reduce inequities. How will this be achieved?
- 2) Are your equity services, programs, or activities accessible to those with the highest need? Have we engaged those with the highest need in the planning, delivery, and evaluation stages of the services, programs or activities?
- 3) Do your equity promotion strategies actually increase inequities? (For example, if males excel in math courses faster than females, the net result of individually targeted interventions is a bigger gap in equity outcomes between males and females.)



Questions Continued

5) Are certain priority population groups (culturally and linguistically diverse communities, people with low English fluency, recently arrived communities, students of color) at special risk? Are their needs being neglected? How will we involve these particular population groups in the development of our equity services, programs or activities?

6) Are you seeking to address the social determinants of equity?

7) Do you work in partnership with others to address the social determinants of equity? Who can you work with? How can you identify the right people?

8) Do faculty need further skill development in equity promotion practices and issues such as closing achievement gaps or dealing with implicit biases?


What's Implicit Bias?

Also known as implicit social cognition, implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.

Equity - Minded Culture

- The term “Equity-Mindedness” refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices.
- It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.

(Source: Center for Urban Education,2018)



The Five Habits of Equity- Minded Practitioners

Equity-Minded Practitioners, Practices, and Policies Are Race-Conscious in an Affirmative Sense.

Equity-Minded Practitioners, Practices, and Policies Reflect an Awareness of and Responsiveness to the Systemic Nature of Racial/Ethnic Inequities.

Equity-Minded Practitioners View Inequities as Problems of Practice and Feel a Personal and Institutional Responsibility to Address Them.

Equity-Minded Practitioners Rely on Evidence to Guide their Practice.

Equity-Minded Practitioners Take Action to Eliminate Educational Inequities.

Source: AACU, 2018

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