SAN DIEGO STATE UNIVERSITY

Advancing Equity in Climates of Resistance

"Educating *all* of our Golden State"

J. Luke Wood, Ph.D.

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Pronouns: He/Him/His

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ABOUT: The Office of Diversity & Inclusion

MISSION

The Office of Diversity and Inclusion (ODI) is focused on building the inclusive excellence of SDSU's students and faculty, fostering a welcoming campus climate, the quality of the SDSU student experience, and enhancing diversity within the pathways through higher education.

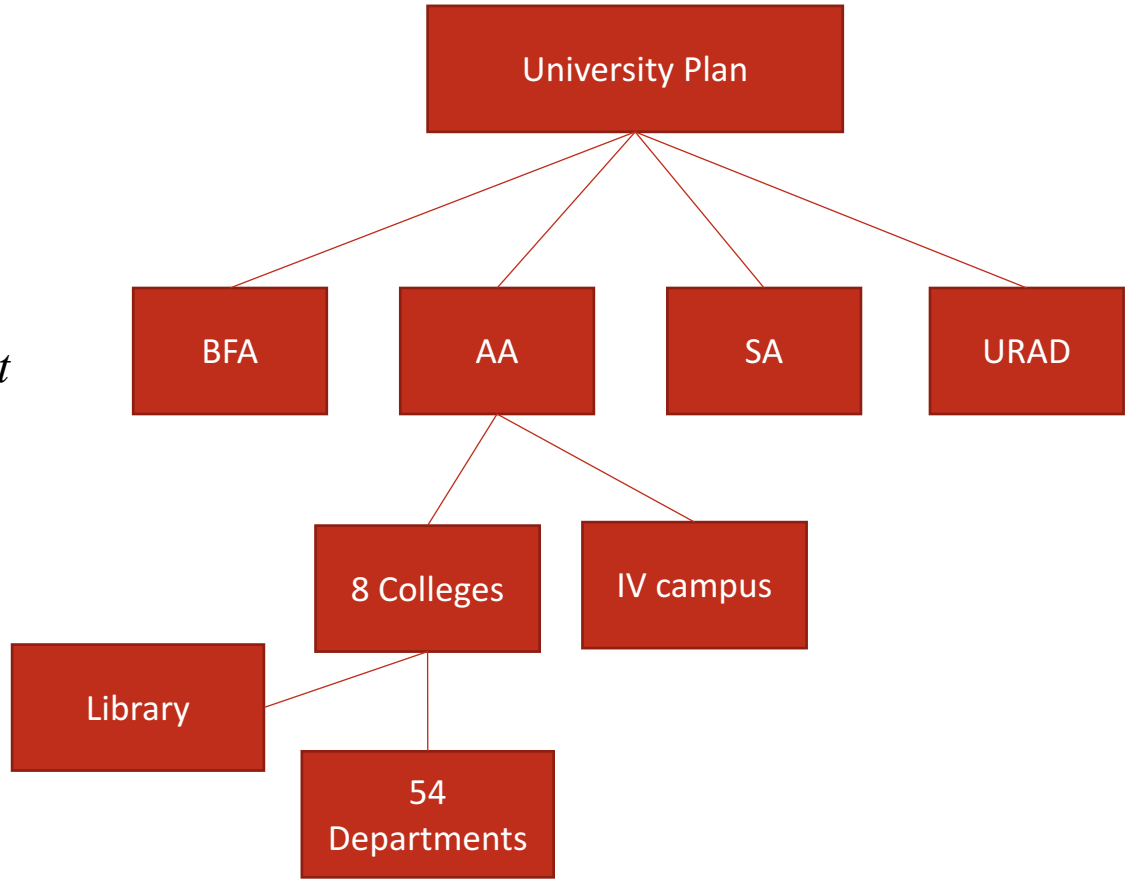
The Office maintains a close working relationship with and serves as a resource for campus leaders on matters of inclusion and diversity, and works with the University Senate. The ODI works proactively to facilitate an integrated vision and shared responsibility for advancing institutional goals and for fostering and affirming a campus culture based on the core values of excellence, equity, diversity, and inclusion.

INITIATIVES: Diversity Strategic Planning

Resolution to Require Academic Units to have a Diversity Plan (Amended after Senate Meeting on 2/6/18)

LET IT BE RESOLVED, that San Diego State University creates a campus-wide diversity plan and that all academic and administrative units/divisions also create individual diversity plans that are congruent with the University plan. The University shall provide training and support for developing these plans. This requirement shall be in place by the year 2020.

- Timeline
- Importance
- Support



INITIATIVES: The Councils

EQUITY COUNCIL *- The mission of the Equity Council is to work collectively across the university and its associated auxiliaries to advance issues of equity, diversity, and inclusion. This mission is accomplished through information-sharing, data mining, collective sense-making, and through strategic interventions. The Equity Council convenes bi-monthly and is led by the Chief Diversity Officer or designee.*

INCLUSION COUNCIL - *"The Diversity Liaisons (a) shall serve as liaison between the Chief Diversity Officer and the members of the units, (b) shall offer informal advice and counseling to their peers regarding diversity and discrimination, (c) shall direct concerned students and employees to the Office of Employee Relations and Compliance, to the Chief Diversity Officer, or to the Center for Student Rights and Responsibility, and (d) shall report to the Chief Diversity Officer on existing and new diversity initiatives within their respective units." [Policy File 7.2]*

- Information sharing on extant efforts
- Identification of promising structural practices
- Ongoing review of institutional and unit data
- Coordination of diversity & inclusion efforts
- Promoting diversity in campus external relations
- Recommending diversity and inclusion metrics

INITIATIVES: Employee Resource Groups

Employee Resource Groups serve to connect SDSU faculty and staff with individuals who share common interests. ERG's are designed to build an inclusive environment for SDSU employees from historically underrepresented and underserved backgrounds. All groups are established and operated by employees with support from the Office of the Provost. ERG's serve to advance the university's diversity and inclusion agenda.

Common examples of ERGs

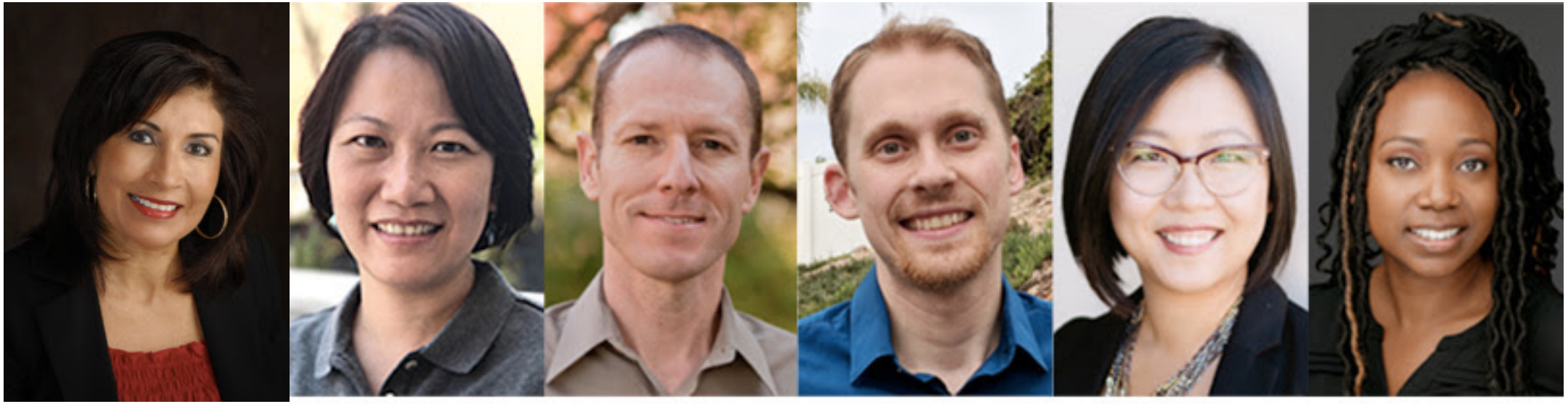
- Latinx Faculty & Staff Association
- Black/African American Faculty & Staff Association
- Asian and Pacific Islander Faculty & Staff Association
- Pride Faculty & Staff Association
- First Generation College Student Faculty & Staff Association
- American Indian and Indigenous Faculty & Staff Association

INITIATIVES: Professors of Equity in Education

This program provides intensive, ongoing professional development to faculty and staff on diversity-related topics. The program is designed to ensure that all faculty and staff are aware of SDSU's diversity and inclusion goals and are provided with capacity-building activities that can better empower all personnel to support these efforts.

Some of the professional learning opportunities will include:

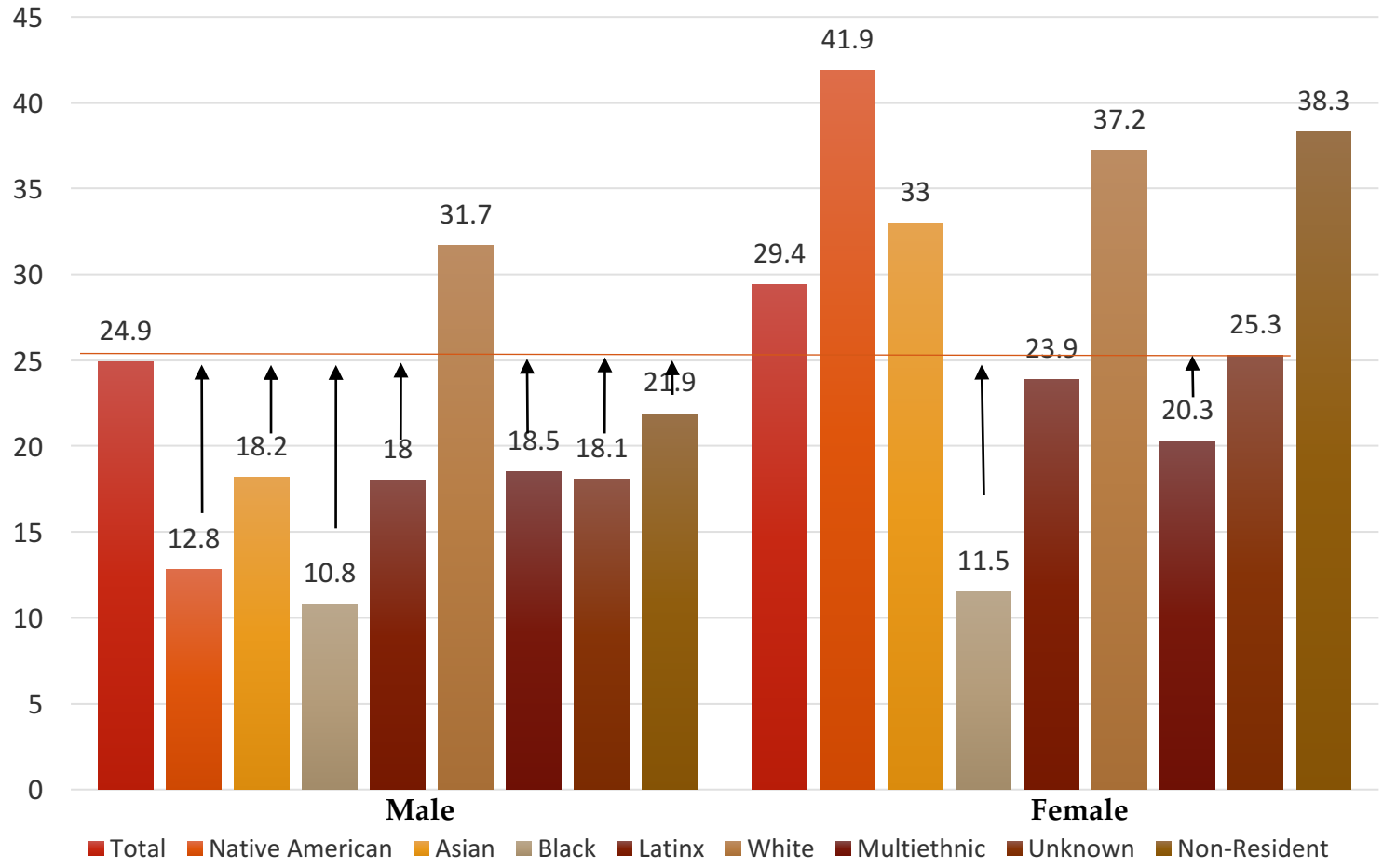
- *unconscious and implicit bias*
- *racial/gender microaggressions*
- *inclusive pedagogies*
- *cultural competency*
- *becoming a Hispanic serving institution.*



Dr. Cristina Alfaro | Dr. Yea-Wen Chen | Dr. Thierry Devos | Dr. Daniel L. Reinholz | Dr. Nellie Tran | Dr. Feion Villodas

Toward an Understanding of Equity

Equity refers to a heightened focus on groups experiencing disproportionate impact in order to remediate disparities in their experiences and outcomes.



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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;

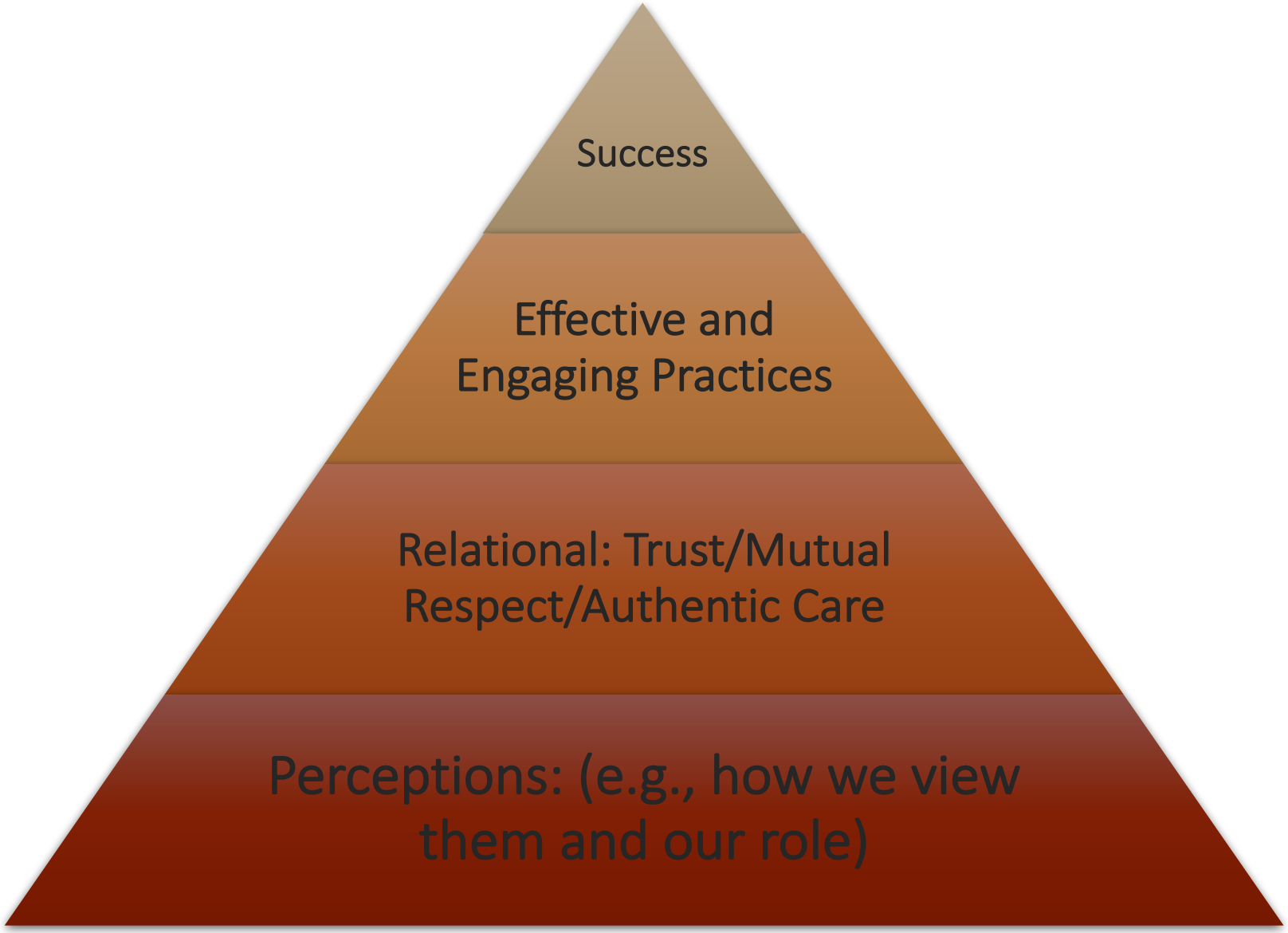
- **not attributing outcome disparities** exclusively to students or perceived deficits in students' identities, life circumstances, or capabilities;

- **critically reflecting upon one's role and responsibilities** (as a faculty member, student affairs staff, administrator, counselor, institutional researchers etc.).

“Every system is perfectly designed to achieve the results that it gets.”

- W. Edward Deming

Pyramid of Success: Equity Influenced by Perceptions



Taxonomy of Educators' Perspectives

	Don't know what to do (DK)	Know what to do (K)
Willing to employ practices (W)	DK W	K W
Unwilling to employ practices (UW)	DK U	K U

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Taxonomy of Educators' Perspectives

	Don't know what to do (DK)	Know what to do (K)
Willing to employ practices (W)	The Allies	The Choir
Unwilling to employ practices (UW)	The Resisters	The Defiant

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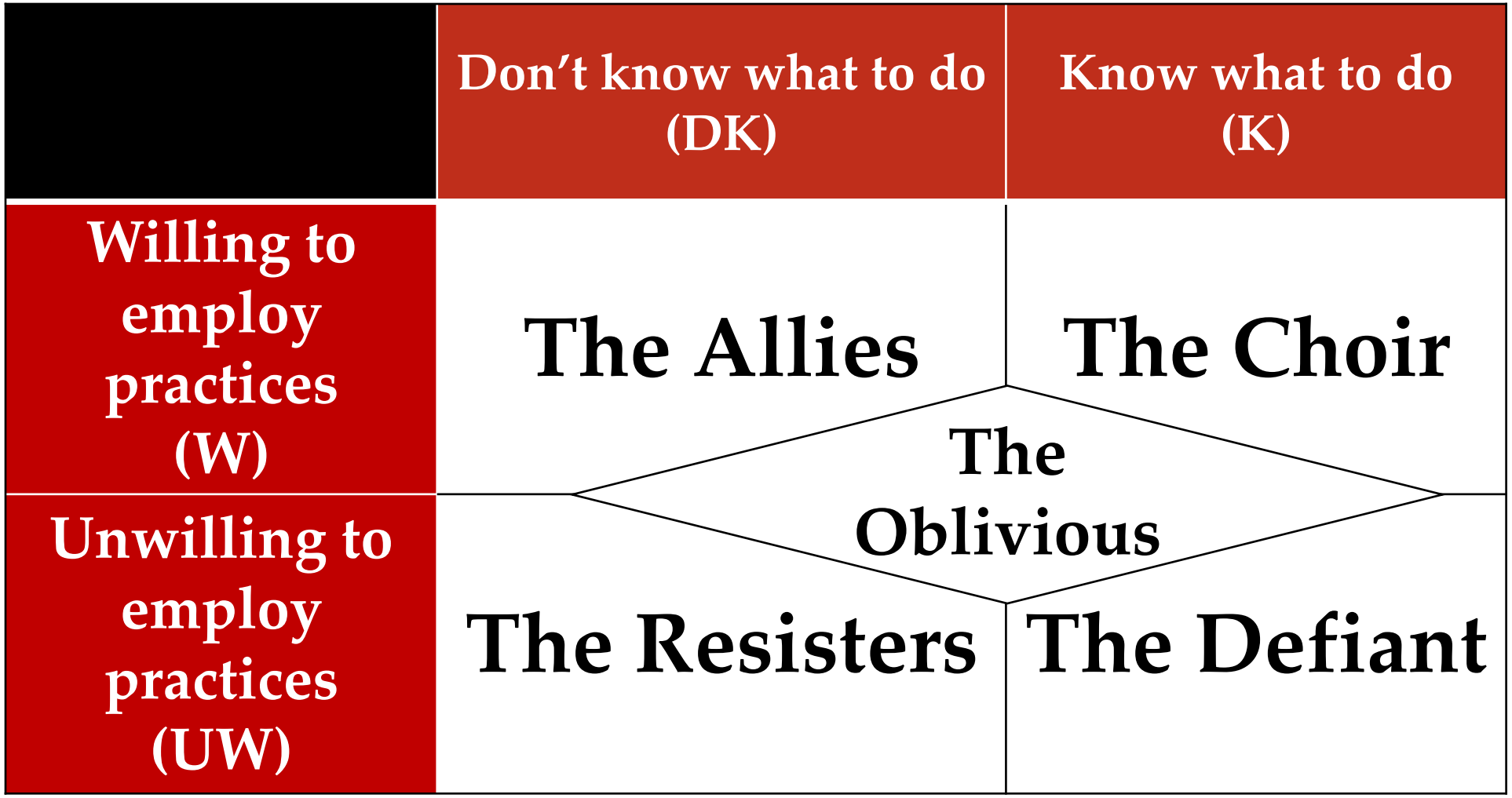
Taxonomy of Educators' Perspectives



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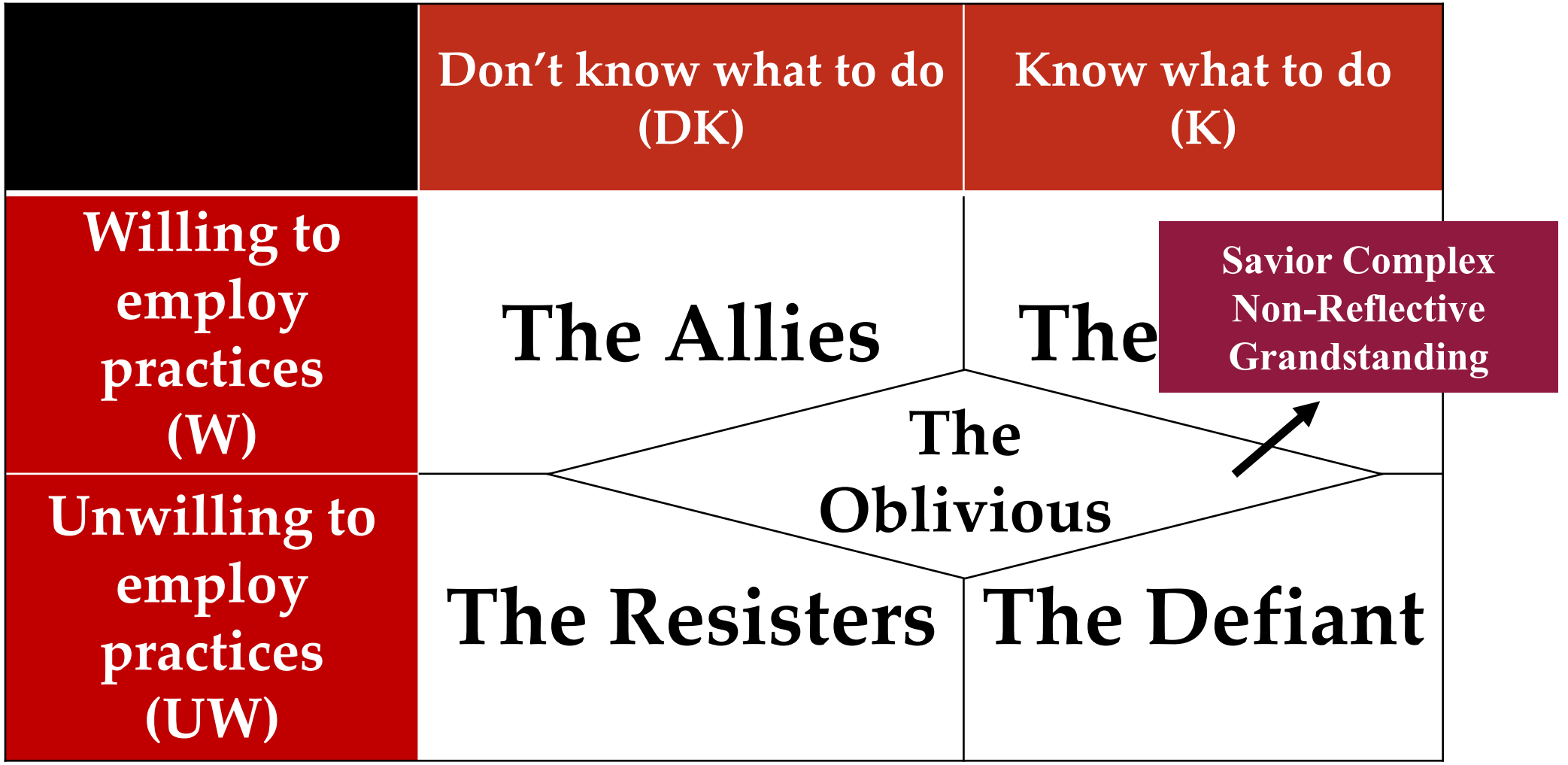

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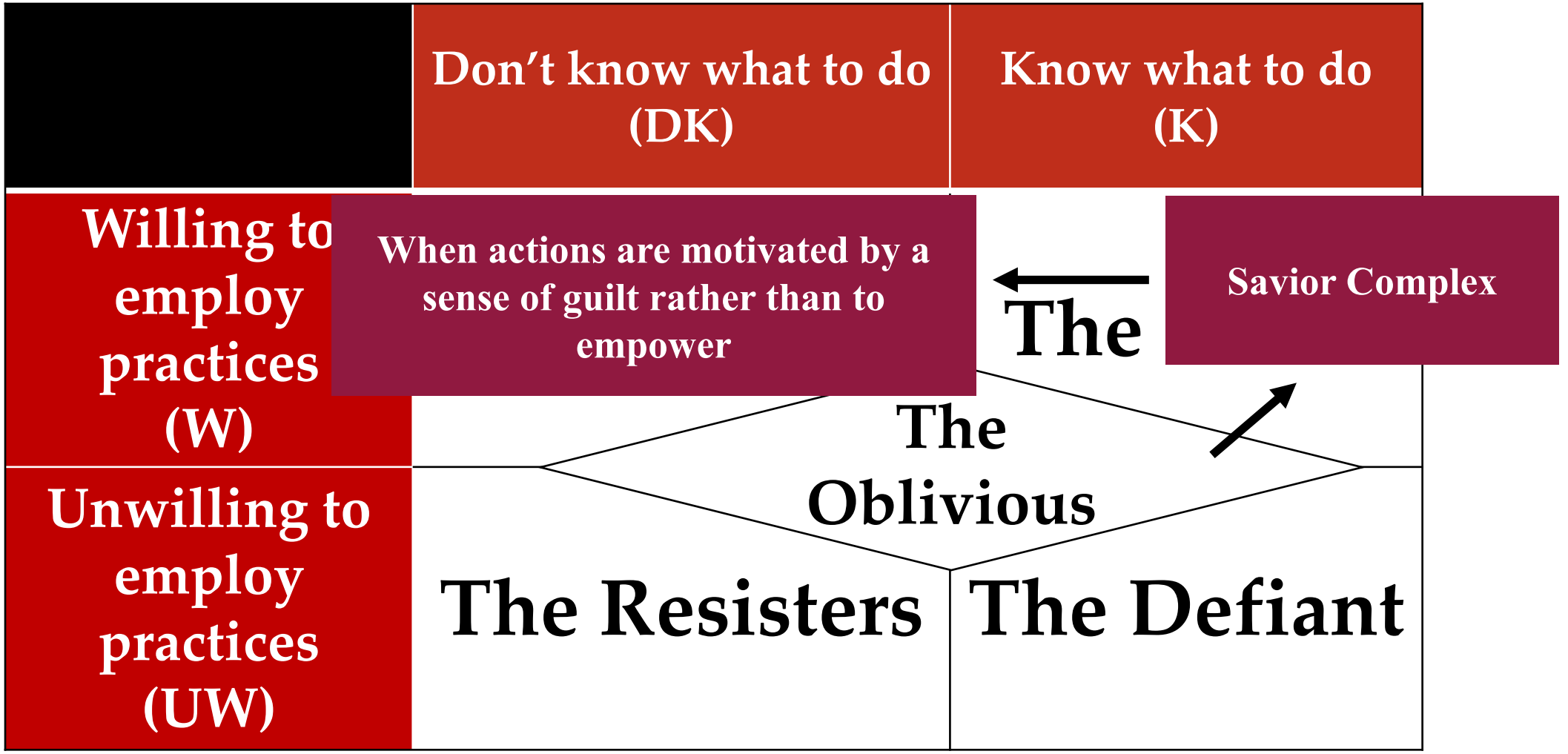

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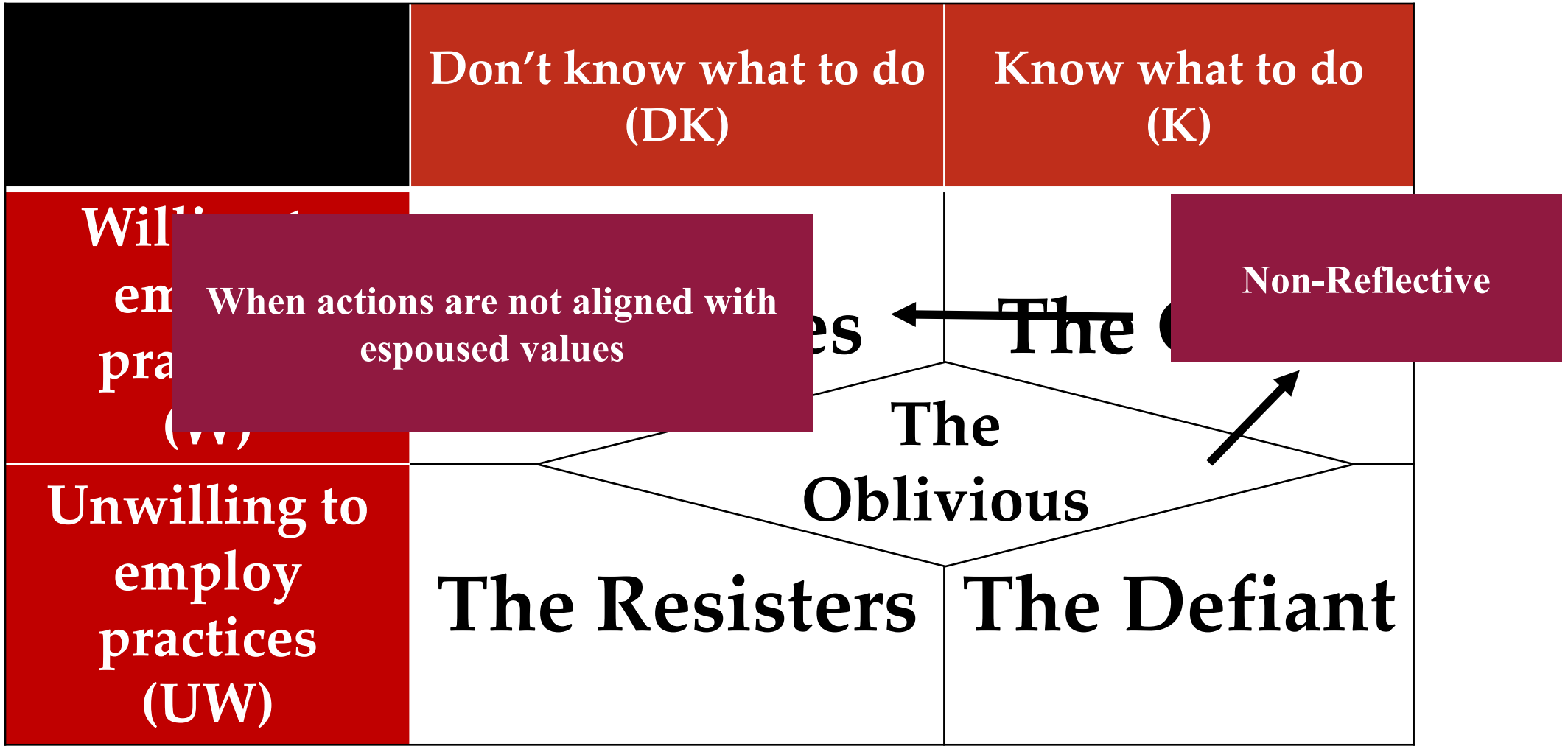

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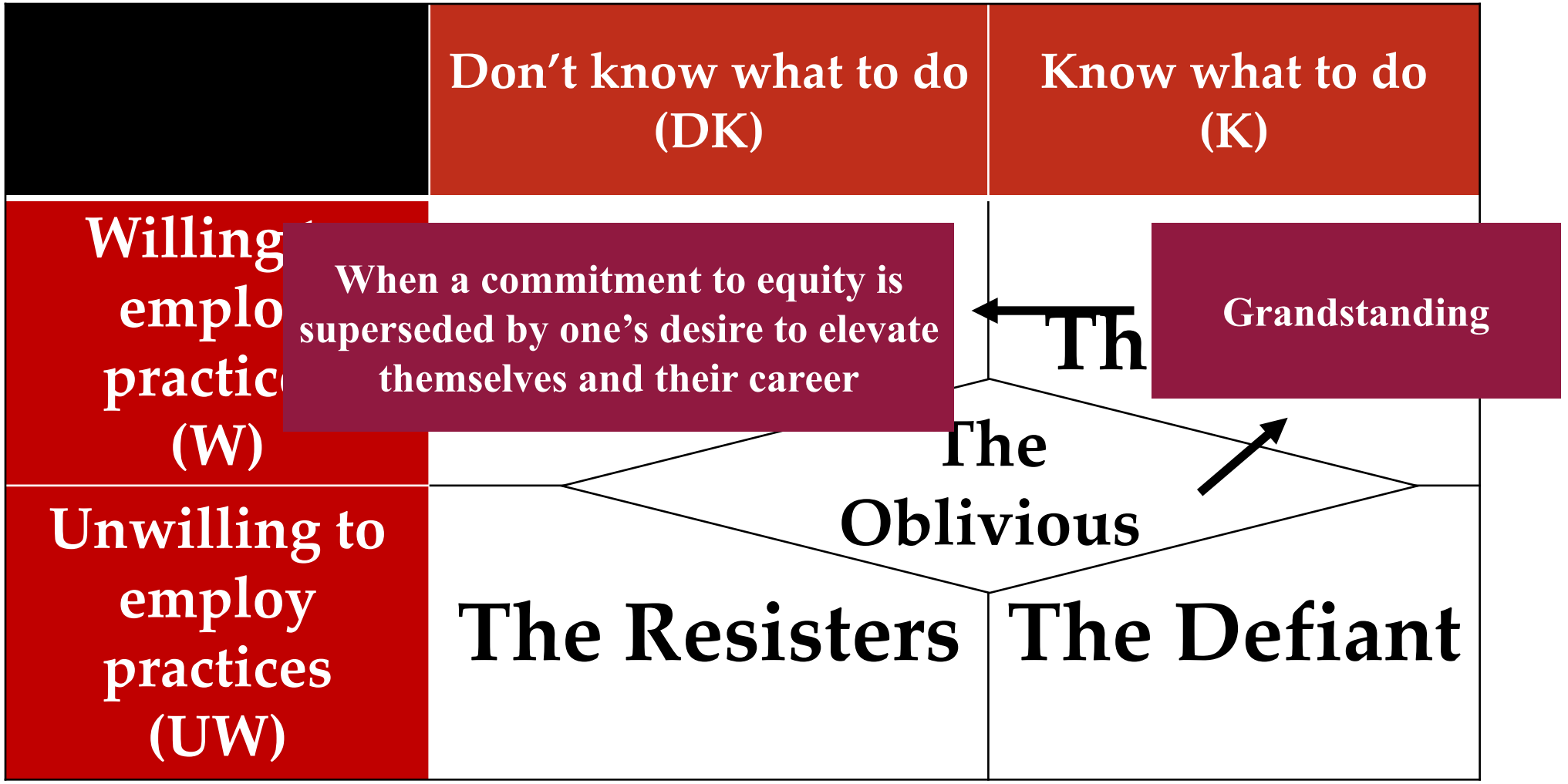

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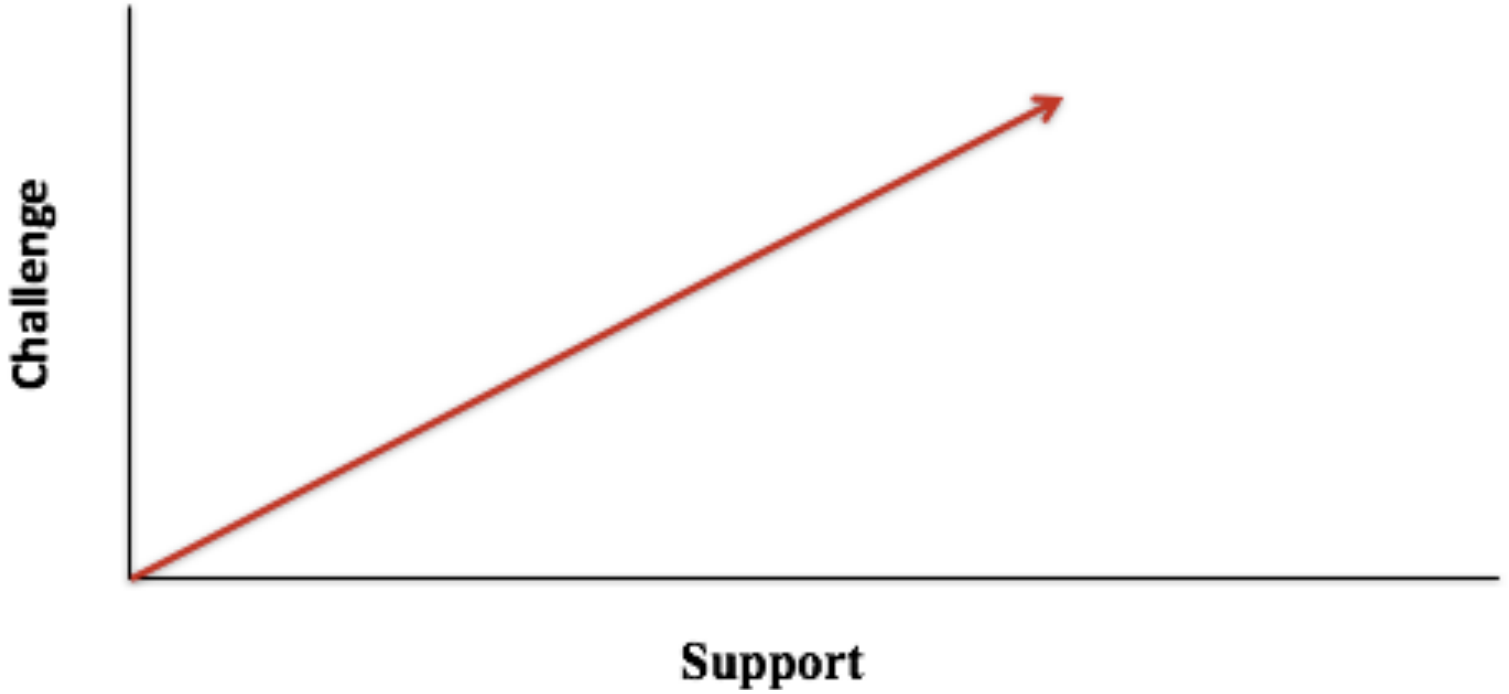
Taxonomy of Educators' Perspectives

Type	Goal	Timeline	Mechanism	Delivery	Motivation
The Choir	**Empower**	1-2 mo.	Email, Fliers	Voluntary, Flexible	Intrinsic and Affirmation-Based
The Allies	**Educate**	2-4 mo.	Direct Referrals, Phone Calls, Emails with Follow-ups	Voluntary, Flexible but convenient	Social Justice, Equity-Based, Moral Arguments
The Oblivious	**Enlighten**	1-6 mo.	Personal conversations, conveying humility	Voluntary, Flexible but convenient	To Save (i.e., "they have the answer), Guilt, Public Image
The Resisters (Passive)	**Encourage**	3-12 mo.	Department Meetings, Convocation, All Faculty Days	Intrusive, Direct	Compliance, Funding, Organizational Priority, Recognition, Tenure, Release Time
The Resisters (Active)	Redirect				
Defiant	Redirect				

Barriers to Equity Efforts

- "It's about students' engagement."
- "It's about challenging students and rigor"
- "It's about praising students' effort, focus, and strategies."
- "It's about external pressure and barriers."



1

Mis-informed theorizing the way a person thinks and makes sense of their practices for minoritized populations.

Barriers to Equity Efforts

Institutional policies and practices that directly conflict with equity goals

- "We don't require professional learning for faculty."
- "Success in teaching diverse students is not part of my teaching evaluation."
- "I got release time for research, not to improve my teaching or for excellence in teaching."
- "Beyond a vague statement of diversity, there is nothing that holds colleagues accountable for what they actually do."

2

Policies

principles of action that are ratified by an institution to govern programs, matriculation, course delivery, and resource allocation.

Barriers to Equity Efforts

Deficit perspectives

- "I am not sure what you expect me to do. These students have too much drama in their lives. I am a faculty member, not a social worker!"
- "Some of them aren't prepared to be here."
- "They attended schools that simply did not prepare them for the rigors of college."

Racist stereotypes

- "Most students of color are not serious about education."
- "They are only here for sports or the financial aid."

3

Attitudes and Dispositions the way a person thinks and feels about a particular situation or a group of people.

Barriers to Equity Efforts

Lack of commitment to equity and institutional responsibility

- "Our full-time faculty do not want to teach 'lower-level' courses."
- Misunderstanding equity: "Everyone should receive the same thing."
- "This would take more work from me, I'm already overloaded."
- "Why should I change the way I teach for such as small portion of my population."
- "This is how I learned the information. Why can't they do the same – it's an expectation of our field."
- "I've seen some of the data, I'm sure I have some colleagues that should step it up."
- "My courses are evaluated based on the students who are in the room. Most of them are not diverse."
- "Why are we doing this, should this be ethnic studies and gender studies instead?"

3

Attitudes and Dispositions the way a person thinks and feels about a particular situation or a group of people.

Barriers to Equity Efforts

Territorialism between instructional and student services

- "Why is academic affairs leading this initiative? It should be led by student affairs."
- "People push back against assessment of student learning because they believe it's administrative over-reach into academic matters."
- "Department chairs don't want to put pressure on their faculty because they don't have support from the deans"
- "If a push too hard on this, I may not have the support of people who I need for other important issues"

4

Politics and Power Dynamics

relationships and interactions between units and actors.

Barriers to Equity Efforts

"Equity-based professional learning is not embedded in the institution's strategic plan."

"There are consistent turnovers in leadership and this inhibits accountability."

"Those courses are taught primarily by part-timers, tenured and tenure track faculty don't want to teach them."

"We don't have a physical location for our professional learning to occur."

A commitment to equity not embedded in institutional structures and practices -

- "All of our equity work takes place in EOP/Puente/Umoja."

Resource constraints

- "We can only offer this support while we have equity funding."

5

Structure
the ways in which the institution is designed and arranged.

Barriers to Equity Efforts

- "Professional learning is not part of our institutional culture."
- "The unspoken expectation is that teaching and service for diverse learners is the responsibility of our minority faculty."
- "Our culture doesn't really allow us to say 'I don't know'."
- "Our department values diversity, but that refers to embracing all groups not changing our curricula."
- "This is our way of doing things. Maybe they [our students] would be better off in a different type of program or school."
- "We should not have to change, we are gatekeepers for the quality, legitimacy, and integrity of our fields."

6

Institutional Culture

the collective norms, rituals, values, and embedded patterns of behavior that create the essence of an institution.

Barriers to Equity Efforts

"Educators tend to teach how they were taught."

"Our usual practice is for senior faculty to choose their courses first, it's based on seniority not based on effectiveness for diverse learners."

"Our institutional researcher is not collaborative and/or sees his/herself as a "gatekeeper" to data."

"We do not have regular practices that require us to disaggregate data by race/ethnicity and gender."

Practices
The ways that members of the organization carry out institutional efforts.

10 Strategies for Advancing Equity in Climates of Resistance

1) **Leveraging existing initiatives** and efforts

2) Participation in **statewide, regional, and national consortia** for information-sharing

3) Buy-in and a sense of **urgency from campus leadership**

4) Intensive, ongoing equity-based **professional learning**

5) **Intrusive approach** for engaging resisters

6) Equity-minded **hiring practices** for all personnel

7) Equity-minded **institutional research**

8) **Collective sense-making** at the department, college and unit-level

9) Prioritization and integration of **student voice**

10) Proactive anticipation and planning around 'real' and 'perceived' barriers

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