

# 2019 Board of Trustees Institute

Texas Success Center  
Texas Association of  
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Developing  
Institutional  
Capacity to  
Introduce, Foster,  
and Sustain an  
Equity Agenda

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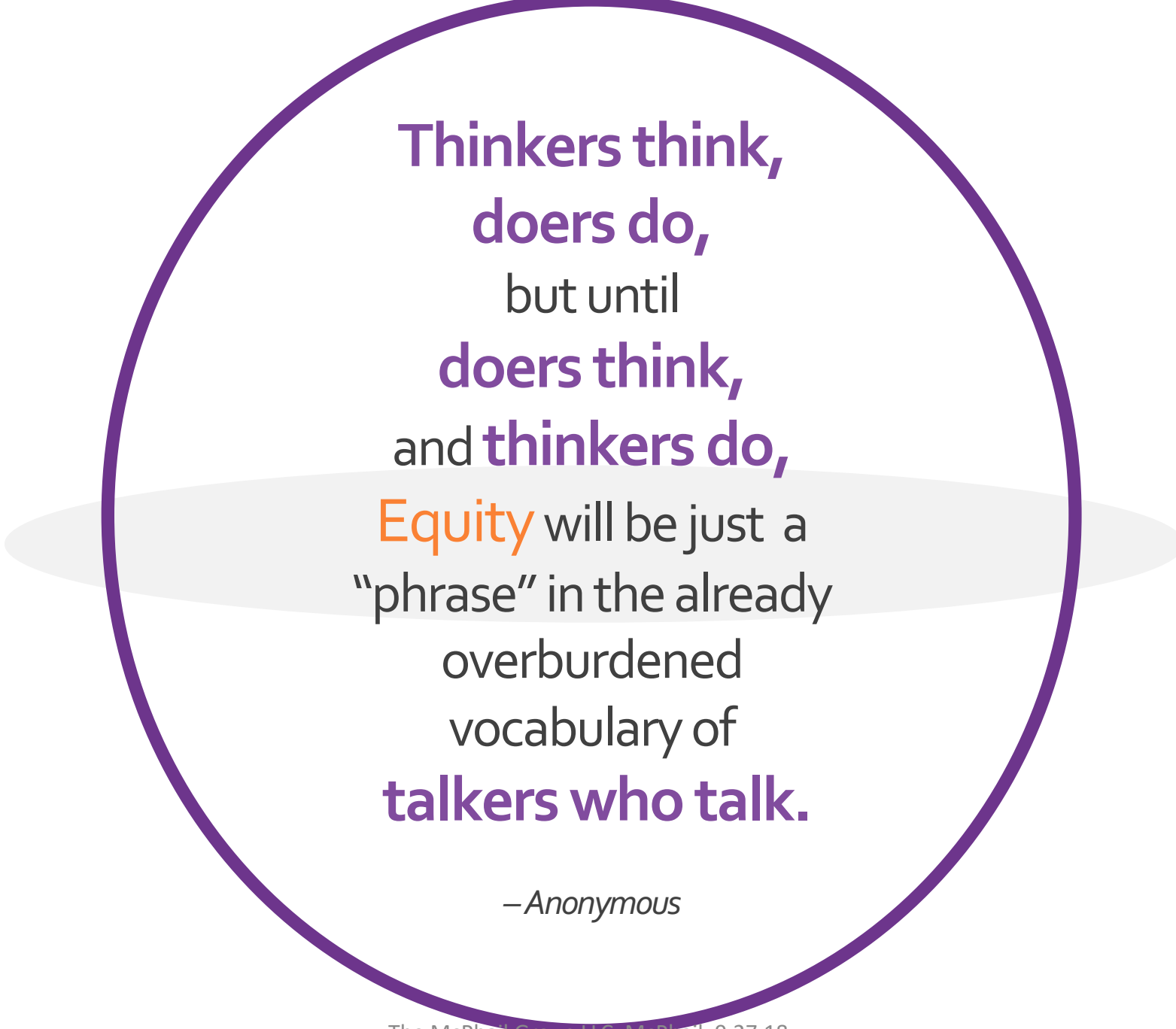
# Overview of Institutional Capacity for Equity

Equity Defined

Introducing, Building, and  
Sustaining Support for Equity

Strategic Questions Boards  
can ask about Equity

Five Habits of Equity-Minded  
Boards



Thinkers think,  
doers do,  
but until  
doers think,  
and **thinkers do,**  
**Equity** will be just a  
“phrase” in the already  
overburdened  
vocabulary of  
**talkers who talk.**

*—Anonymous*

# The Truman Commission

*The 1947 President's Commission on Higher Education offers insight into higher education policy in the United States in two key areas: 1) improving college access and equity and 2) expanding the role of community colleges*



The Commission suggested that it was time for the federal government to play a more prominent role in higher education and provide a large amount of financial assistance to help level the playing field for access. The Commission's recommendations about increasing access were also tied to its concern over making public education equally available to all students regardless of their race, creed, sex, or national origin.



# Part I: 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, completion, and campus climate (ATD, 2019).



This is Equality      This is Justice



Equity is  
different from  
Equality

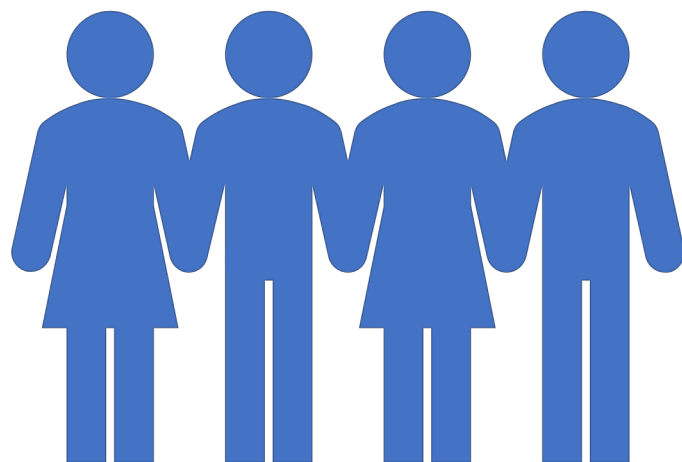
# Equity vs. Equality



“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 (CUE).**

# 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. Colleges have the power to advance educational equity by targeting resources and crafting policy that challenge the status quo.





# Equity Mindset

- Shared Mission
- Shared Vision
- Shared Values



# EVERYONE IN THE SAME BOAT

DIVERSITY

Equity

Inclusion

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).



# 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, completion, and campus climate (ATD, 2019).



# 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- 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?**





## Part II: 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)

# Equity- Minded Actions

- 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.
- Equity-Mindedness also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.

[\(Source: Center for Urban Education,2018\)](#)



Building  
Institutional  
Capacity for  
Diversity,  
Equity, and  
Inclusion

## FOCUS ON...

- Mission
- Vision
- Values
- Outcomes

# Best Practices for Building Equity



- Engaging in ongoing discussions about the positive benefits of achieving a culture of diversity, equity, and inclusion ;
- Offering scholarly, co-curricular, and student-leadership opportunities addressing equity;
- Monitoring the equity climate and progress;
- Collaborating across disciplines and cultures to foster engagement and citizenship;
- Creating more diverse curricula

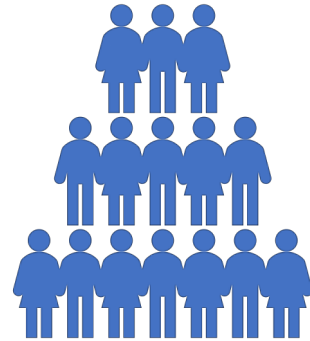
# Best Practices (cont.)



- Establishing a multilayered process for conducting searches and assessing candidates and including diversity in onboarding and retention initiatives;
- Creating Initiatives to identify, develop and advance managers and leaders from diverse populations;
- Integrating diversity, equity and inclusion through the vision, mission, values, strategic goals and curriculum; and
- Identifying “intelligent metrics” and strategic indicators for evidence-based decision making and accountability.

[\(AASCU,2018\)](#)

## Question #2



- **How satisfied are you with the levels of engagement from all stakeholders in your college's equity efforts?**

## Part III: Building and Sustaining Support for Equity



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

--Albert Einstein

Institutions must accept the  
responsibility  
for producing  
equitable educational outcomes

Ask Equity-Minded Questions



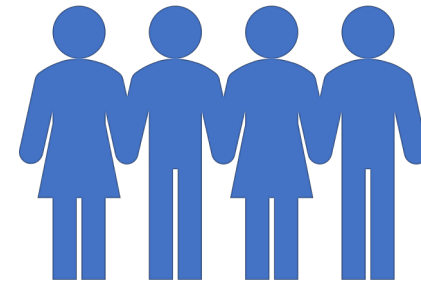
# Eight Key Questions Trustees can ask About Equity



- Are our 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?
- Do our 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.)

# Key Questions (cont.)

- 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?
- Is our college seeking to address the social determinants of equity?
- Do we work in partnership with others to address the social determinants of equity? Who can we work with? How can we identify the right people?



## Key Questions (cont.)

- Are we employing community development and community building strategies into our equity promotion practices? Can we help community members advocate for such issues?
- Do our college's equity services, programs, or activities seek to reduce inequities. How will this be achieved?
- Do leaders and other employees need further skill development in quality equity promotion practices and issues such as closing achievement gaps or dealing with implicit biases?



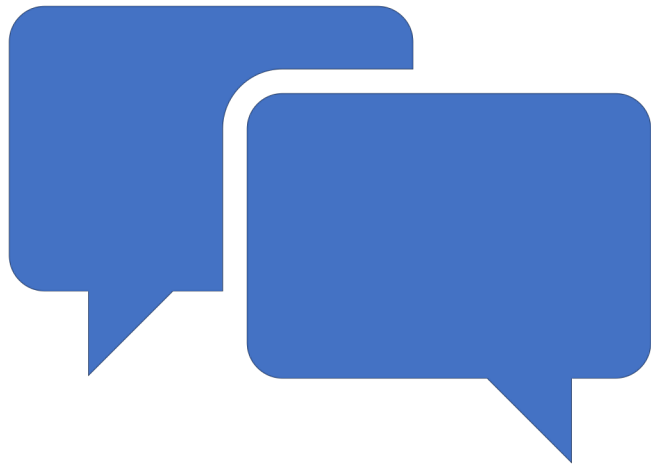
# The Five Habits of Equity-Minded Boards

- 1) *Equity-Minded Boards' practices and policies* are race-conscious in an affirmative sense.
- 2) *Equity-Minded Boards' practices and policies* reflect an awareness of and responsiveness to the systemic nature of racial/ethnic inequities.
- 3) *Equity-Minded Boards* view inequities as problems of practice and feel a personal and institutional responsibility to address them.
- 4) *Equity-Minded Boards* rely on evidence to guide their decision making.
- 5) *Equity-Minded Boards* adopt policies and take action to eliminate educational inequities.



(Adopted from AACU's Equity-Minded Practitioners, 2018)

# INTERACTIVE DIALOGUE



- LET'S CHAT

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