Making Equity the Ohlone Way: From Margin to Center

Presented at the Ohlone College Fall 2020 Flex Day

Drs. Frank Harris III and J. Luke Wood
San Diego State University
Speakers

Dr. Frank Harris III
Professor of Postsecondary Education
Co-Director, CCEAL
Senior Strategist, Student Affairs and Campus Diversity
San Diego State University
@fharris3

Dr. J. Luke Wood
Vice President of Student Affairs and Campus Diversity
Distinguished Professor of Education
Co-Director, CCEAL
San Diego State University
@DrLukeWood
Objectives

• Unpack the issues of racism and racial equity and how they impact the experiences and success of students of color

• Highlight institutional barriers that thwart systematic efforts to close equity gaps

• Propose strategies to achieve institutional transformation for equity with a particular focus on racial equity
About CCEAL

The Community College Equity Assessment Laboratory (CCEAL) is a national research and practice lab that partners with community colleges to close equity gaps and improve outcomes for students who have been historically underserved in education.

CCEAL was developed to advance three objectives:

• To use **assessment and inquiry** to facilitate institutional capacity-building within community colleges

• To **conduct and disseminate empirical research** on the experiences of historically underrepresented and underserved students in community colleges

• To provide **professional learning experiences** that build educators’ capacities to employ equity-minded and culturally-affirming practices in teaching and serving students.
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.
**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.

- Racially Minoritized Students
- Former Foster Youth
- Students with Basic Needs Insecurities
- Students with Disabilities
- Justice-Impacted Students
Equity-Mindedness

• **RACE CONSCIOUSNESS:** recognizing the ways in which systemic inequities disadvantage minoritized people in a range of social institutions and contexts (education, employment, healthcare, the criminal justice system, etc.)

• **INSTITUTIONAL RESPONSIBILITY:** (re)framing outcome disparities as an indication of institutional underperformance rather than students’ underperformance;

• **RACIAL AFFIRMATION:** intentionally affirming students’ racial/ethnic identities and seeing them as assets (rather than deficits) that can be leveraged to facilitate their success.

• **CRITICAL REFLECTION:** critically reflecting upon one’s role and responsibilities (as a faculty member, student affairs staff, administrator, counselor, institutional researchers etc.) and the ways in which one enables inequity to persist.

• **AUTHENTIC CARE:** having a vested interest in students’ lives; being genuinely concerned about their well-being; and being personally invested in their success.

E. M. Bensimon
Equity-Mindedness in the COVID-19 Context

Ensuring that all students, regardless of their identities or circumstances, can participate in the virtual learning space in ways that will be value-added to achieving their personal and academic goals. Special attention must be given to digital equity in that students must have access to the technology and technological knowledge they need to seamlessly access and make meaningful contributions to the virtual learning space.
Equity-Mindedness and Race Consciousness

An educator cannot proclaim to be truly equity-minded without being conscious of the realities of race, the mundane racialized experiences of students of color, and the ways in which institutional racism shapes educational access, opportunity, and success in both historical and contemporary U.S. contexts.
“Why Should I Care About Equity?”
Why Should I Care About Equity?

You should care about equity because . . . .

• CCs are the primary pathway to postsecondary education for the overwhelming majority of students who are historically underrepresented and underserved in education.
Why Should I Care About Equity?

You should care about equity because . . . .

• CCs are the primary pathway to postsecondary education for the overwhelming majority of students who are historically underrepresented and underserved in education.

• The “traditional paradigm” of student success is no longer effective in meeting the needs of today’s student population.
Why Should I Care About Equity?

You should care about equity because . . . .

- CCs are the primary pathway to postsecondary education for the overwhelming majority of students who are historically underrepresented and underserved in education.

- The “traditional paradigm” of student success is no longer effective in meeting the needs of today’s student population.

- We cannot meet the country’s social and economic needs without having a more college-educated population
  - 60% of 25-34 year olds with degrees or certificates by 2020 (AGI)
  - 60% of all working-age Americans by 2025 (Lumina)
  - Fewer college-educated workers = lower tax revenue, increased poverty, lower annual household incomes for ALL Americans (Marcus, 2019)
  - No “throw-away” groups!
Why Should I Care About Equity?

You should care about equity because . . . .

• CCs are the primary pathway to postsecondary education for the overwhelming majority of students who are historically underrepresented and underserved in education.

• The “traditional paradigm” of student success is no longer effective in meeting the needs of today’s student population.

• We cannot meet the country’s social and economic needs without having a more college-educated population
  • 60% of 25-34 year olds with degrees or certificates by 2020 (AGI)
  • 60% of all working-age Americans by 2025 (Lumina)
  • No “throw-away” groups!

• ALL educators have a responsibility to make campuses safer, more welcoming, more inclusive, and to contribute to student success in meaningful ways.
It Didn’t Start with the Murder of George Floyd

- The Middle Passage
- Slavery
- The Three-Fifths Compromise
- Jim Crow
- Redlining
- The Tuskegee Experiment
- “Separate But Equal”
- The Murder of Emmett Till
- The Fight Against School Desegregation
- The Assignations of MLK and Malcom X
- The War on Drugs
- The Central Park 5
- Mass Incarceration
- The School-to-Prison Pipeline
- The Watts Uprisings
- The Rodney King Uprisings
- Proposition 209

- Hurricane Katrina
- The Birther Movement
- The Murders of Trayvon Martin, Mike Brown, Tamir Rice, Freddie Gray, Sandra Bland (to name some)
- Voter Suppression
- The Election of 45
- The Charleston, S.C. Church Shooting
- Charlottesville
- The Colin Kaepernick Protest
- COVID-19 and the Disproportionate Impact on Black Communities
- The Murders of George Floyd, Ahmaud Arbery, and Breonna Taylor (to name some)
- The Deployment of Military and Militia Against Protesters Demanding Justice, Accountability, and Systemic Change for Blacks
Racism 101

Racism 101

Racist Policies + Racist Ideas

Racism 101

Racist Policies

School Segregation
Red Lining
Mass Incarceration

Racist Ideas

Racial Inequities

Racist Policies

School Segregation
Red Lining
Mass Incarceration

Racist Ideas

“BIPOC are intellectually inferior to whites.”
“BIPOC are financially irresponsible.”
“BIPOC are prone to violence and crime.”

Racial Inequities

Racism 101

Racist Policies
- School Segregation
- Red Lining
- Mass Incarceration

Racist Ideas
- “BIPOC are intellectually inferior to whites.”
- “BIPOC are financially irresponsible.”
- “BIPOC are prone to violence and crime.”

Racial Inequities
- The Attainment Gap
- The Wealth Gap
- The Justice Gap

Pressures Facing Underserved Students

- Digital Access
- Basic Needs Insecurities
- Access to Campus Resources, Staff and Information
- Balancing Conflicting Demands of Home and School
- Persistent racism and racial microaggressions
Racial Battle Fatigue

Racial Battle Fatigue – a framework for making sense of cognitive, emotional and physiological effects of being a person of color in environments that are both implicitly and explicitly racist.

• While the racial microaggressions framework is illuminating and insightful, it does not fully account for the cumulative effects of racism.

• Racial discrimination is a “universal stressor” for Blacks (Smith et al., 2007, p. 554).

• The effects of racial discrimination are chronic and enduring
  - seldom fades
  - becomes a part of one’s life history

Racial Battle Fatigue

• RBF for Blacks is akin to combat stress syndrome for military personnel, which describes the “mental, emotional, and physiological injuries” that manifest from being in environments with persistent stress or risk (Smith et al., 2007, p. 555).

• Physiological symptoms of RBF:
  - tension headaches
  - backaches
  - elevated heartbeat
  - rapid breathing in anticipation of conflict
  - upset stomach
  - extreme fatigue
  - loss of appetite
  - ulcers
  - elevated blood pressure

Smith et al., 2007
Racial Battle Fatigue

• Psychological symptoms of RBF:
  - constant anxiety and worrying
  - increased swearing and complaining
  - inability to sleep
  - sleep broken by haunting, conflict-specific dreams
  - intrusive thoughts and images
  - loss of self-confidence
  - difficulty thinking coherently or being able to articulate
  - hypervigilance
  - frustration
  - denial
  - emotional and social withdrawal
  - anger, anger suppression, resentment

Smith et al., 2007
What are some barriers to equity?
What Derails Equity?

- A culture of compliance
- A culture of complacency
- Deficit perspectives
- A lack of data transparency
- Instability
- Misappropriation and a lack of intentionality
- Poor conceptualization of equity
- Marginalization
- Siloing
- A lack of institutional buy-in
- Exceptionalism
- Toxic resistance
- Toxic support
What Derails Equity?

**COMPLIANCE:** “Listen. Let’s just do what we have to do to secure our funding and get the state/district of our a**s.”

**COMPLACENCY:** “Why do we have to do this? Nothing’s going to change. The problem is so much bigger than me/us.”

**DEFICIT PERSPECTIVES:** “Now they want everyone to go right into college level math/English. That’s crazy. Some of these students have no chance of succeeding.”

**DATA TRANSPARENCY:** “We have all this data, but what does it mean? What should I make of it?”

**INSTABILITY:** “We had an amazing VPI who was an equity champion, but she left to be president at another college.”

**MISAPPROPRIATION AND INTENTIONALITY:** “Can we use equity monies to buy this copier? It’s not exactly aligned with equity, but everyone will eventually benefit from it.”
What Derails Equity?

POOR CONCEPTUALIZATION: “Let’s be honest, equity really means lowering standards and rigor.”

MARGINALIZATION: “All of our equity work takes place in EOP/Umoja/Puente.”

SILOING: “Oh no, the equity plan is due soon! Let’s have the dean and [one other person] write it.”

INSTITUTIONAL BUY-IN: “We have an equity plan, but no one really takes it seriously. We did what we had to do to get the money.”

EXCEPTIONALISM: “We aren’t like the other colleges in the State. We have the highest transfer rates to the UC so we don’t need to worry about equity.”

TOXIC RESISTANCE AND SUPPORT . . . .
## Taxonomy of Educators’ Perspectives

<table>
<thead>
<tr>
<th></th>
<th>Don’t know what to do (DK)</th>
<th>Know what to do (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willing to employ practices (W)</td>
<td>DK W</td>
<td>K W</td>
</tr>
<tr>
<td>Unwilling to employ practices (UW)</td>
<td>DK U</td>
<td>K U</td>
</tr>
</tbody>
</table>
## Taxonomy of Educators’ Perspectives

<table>
<thead>
<tr>
<th></th>
<th>Don’t know what to do (DK)</th>
<th>Know what to do (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Willing to employ practices (W)</strong></td>
<td>DK</td>
<td>K</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>W</td>
</tr>
<tr>
<td><strong>Unwilling to employ practices (UW)</strong></td>
<td>DK</td>
<td>K</td>
</tr>
<tr>
<td></td>
<td>U</td>
<td>U</td>
</tr>
</tbody>
</table>
### Taxonomy of Educators’ Perspectives

<table>
<thead>
<tr>
<th></th>
<th>Don’t know what to do (DK)</th>
<th>Know what to do (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willing to employ practices (W)</td>
<td>The Allies</td>
<td>The Choir</td>
</tr>
<tr>
<td>Unwilling to employ practices (UW)</td>
<td>The Resisters</td>
<td>The Defiant</td>
</tr>
</tbody>
</table>
Taxonomy of Educators’ Perspectives

<table>
<thead>
<tr>
<th></th>
<th>Don’t know what to do (DK)</th>
<th>Know what to do (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willing to employ practices (W)</td>
<td>The Allies</td>
<td>The Choir</td>
</tr>
<tr>
<td>Unwilling to employ practices (UW)</td>
<td>The Resisters</td>
<td>The Defiant</td>
</tr>
</tbody>
</table>
Taxonomy of Educators’ Perspectives

<table>
<thead>
<tr>
<th>Willing to employ practices (W)</th>
<th>Don’t know what to do (DK)</th>
<th>Know what to do (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Allies</td>
<td>The Oblivious</td>
<td>The Defiant</td>
</tr>
<tr>
<td>Unwilling to employ practices (UW)</td>
<td>The Resisters</td>
<td></td>
</tr>
</tbody>
</table>

Savior Complex Non-Reflective Grandstanding
Taxonomy of Educators’ Perspectives

<table>
<thead>
<tr>
<th>Willing to practice (W)</th>
<th>Don’t know what to do (DK)</th>
<th>Know what to do (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unwilling to employ practices (UW)</td>
<td>When actions are motivated by a sense of guilt rather than to empower</td>
<td>Savior Complex</td>
</tr>
</tbody>
</table>

The Oblivious

The Resisters

The Defiant
Taxonomy of Educators’ Perspectives

- **Don’t know what to do (DK)**
  - When actions are not aligned with espoused values
- **Know what to do (K)**
  - Non-Reflective

The Oblivious

- The Resisters
- The Defiant
Taxonomy of Educators’ Perspectives

<table>
<thead>
<tr>
<th>Willing to practice (W)</th>
<th>Don’t know what to do (DK)</th>
<th>Know what to do (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unwilling to employ practices (UW)</td>
<td>When a commitment to equity is superseded by one’s desire to elevate themselves and their career</td>
<td>Grandstanding</td>
</tr>
</tbody>
</table>

The Oblivious

The Resisters

The Defiant
The 4 E’s

• **EMPOWER** the Choir

• **EDUCATE** the Allies

• **ENCOURAGE** the Passive Resisters and Defiant

• **ENLIGHTEN** the Oblivious
Culture eats strategy for breakfast.

Peter Drucker
Institutional Equity Taxonomy

CULTURE

• 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.)
Institutional Equity Taxonomy

**CULTURE**

- Equity Planning
- Guided Pathways
- Multiple Measures
- Professional Development
- Data Disaggregation
- Equity-Minded Hiring Practices
- Food Pantries
- Promise Grants
- Embedded Academic Supports

**STRATEGY**
## Institutional Equity Taxonomy

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>Equity Deprived Culture (DC)</th>
<th>Equity Enriched Culture (EC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DC</td>
<td>EC</td>
</tr>
<tr>
<td></td>
<td>DC</td>
<td>EC</td>
</tr>
<tr>
<td>Equity Enriched</td>
<td>Equity Deprived</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1. Equity is seen as an asset/institutional strength/necessity</td>
<td>1. Equity is seen as an annoyance/liability/burden</td>
<td></td>
</tr>
<tr>
<td>2. Equity is seen as attainable</td>
<td>2. Equity is seen as unattainable</td>
<td></td>
</tr>
<tr>
<td>3. Equity is seen exclusively as an indicator of institutional performance (an institutional responsibility ethos)</td>
<td>3. Equity is seen exclusively as an indicator of student performance</td>
<td></td>
</tr>
<tr>
<td>4. Equity is valued</td>
<td>4. Equity is not valued beyond compliance and funding</td>
<td></td>
</tr>
<tr>
<td>5. Equity is widely embraced and embedded throughout the institution</td>
<td>5. Equity is embraced by a few and on the margins</td>
<td></td>
</tr>
<tr>
<td>Equity Enriched</td>
<td>Equity Deprived</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>6. Leadership is public, transparent, and unapologetic about prioritizing equity</td>
<td>6. Leadership is fearful of or ashamed to embrace equity</td>
<td></td>
</tr>
<tr>
<td>7. Commitment to rethinking and re-envisioning the institution to achieve equity</td>
<td>7. Commitment to the status quo</td>
<td></td>
</tr>
<tr>
<td>8. Equity is viewed as an urgent issue</td>
<td>8. Equity is viewed as negligible or negotiable</td>
<td></td>
</tr>
<tr>
<td>9. Institutional researcher shares data and facilitates equity-minded sensemaking</td>
<td>9. Institutional researcher hoards data and sees themselves as a gatekeeper</td>
<td></td>
</tr>
<tr>
<td>10. “Equity” is prominently featured throughout the institution (buildings, signs, banners, documents)</td>
<td>10. “Equity” is invisible throughout the institution</td>
<td></td>
</tr>
</tbody>
</table>
## Institutional Equity Taxonomy

<table>
<thead>
<tr>
<th>CULTURE</th>
<th>Strategy (GS)</th>
<th>BS Strategy (BS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS</td>
<td>GS</td>
<td>BS</td>
</tr>
<tr>
<td>GS</td>
<td>BS</td>
<td>BS</td>
</tr>
<tr>
<td>Good Strategy</td>
<td>Bad Strategy</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1. Equity plan goals are present in other important institutional documents and processes</td>
<td>1. Equity plan goals are relegated to the equity plan</td>
<td></td>
</tr>
<tr>
<td>2. Equity-minded hiring practices are used across the institution</td>
<td>2. Equity-minded hiring practices not used</td>
<td></td>
</tr>
<tr>
<td>3. Intrusive and equity-minded professional development occurs throughout the year and is accessible to all campus personnel and required when possible</td>
<td>3. Professional development is passive, does not build capacity to achieve equity, and only available to full-time faculty and managers; strictly voluntary</td>
<td></td>
</tr>
<tr>
<td>4. All student outcomes data are routinely disaggregated by disproportionately impacted groups</td>
<td>4. Data are not disaggregated</td>
<td></td>
</tr>
<tr>
<td><strong>Good Strategy</strong></td>
<td><strong>Bad Strategy</strong></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>5. Qualitative and “non-traditional” data are collected and used to inform sensemaking</td>
<td>5. Only quantitative data are collected and used</td>
<td></td>
</tr>
<tr>
<td>6. Efforts and interventions to “fix” educators and the institution</td>
<td>6. Efforts and interventions to “fix” students</td>
<td></td>
</tr>
<tr>
<td>7. Voices/experiences/perspectives of disproportionately impacted students are intentionally sought and valued in institutional decision-making</td>
<td>7. Voices/perspectives/experiences of disproportionately impacted students are absent or tokenized in decision-making</td>
<td></td>
</tr>
<tr>
<td>8. Intentional efforts and spaces are created to facilitate difficult and critical conversations about race/racism and equity</td>
<td>8. Conversations about race and racism are muted and disconnected from equity</td>
<td></td>
</tr>
</tbody>
</table>
# Institutional Equity Taxonomy

<table>
<thead>
<tr>
<th>Strategy (GS)</th>
<th>Equity Deprived Culture (DC)</th>
<th>Equity Enriched Culture (EC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DC</td>
<td>EC</td>
</tr>
<tr>
<td></td>
<td>GS</td>
<td>GS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bad Strategy (BS)</th>
<th>Equity Deprived Culture (DC)</th>
<th>Equity Enriched Culture (EC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DC</td>
<td>EC</td>
</tr>
<tr>
<td></td>
<td>BS</td>
<td>BS</td>
</tr>
</tbody>
</table>
## Institutional Equity Taxonomy

<table>
<thead>
<tr>
<th>Strategy (GS)</th>
<th>Equity Deprived Culture (DC)</th>
<th>Equity Enriched Culture (EC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>DC</strong></td>
<td><strong>EC</strong></td>
</tr>
<tr>
<td></td>
<td><strong>GS</strong></td>
<td><strong>GS</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bad Strategy (BS)</th>
<th>Equity Deprived Culture (DC)</th>
<th>Equity Enriched Culture (EC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>DC</strong></td>
<td><strong>EC</strong></td>
</tr>
<tr>
<td></td>
<td><strong>BS</strong></td>
<td><strong>BS</strong></td>
</tr>
</tbody>
</table>
### Institutional Equity Taxonomy

<table>
<thead>
<tr>
<th>Strategy (GS)</th>
<th>Equity Deprived Culture (DC)</th>
<th>Equity Enriched Culture (EC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DC</td>
<td>EC</td>
</tr>
<tr>
<td>Bad Strategy (BS)</td>
<td><strong>DC</strong></td>
<td><strong>EC</strong></td>
</tr>
<tr>
<td></td>
<td><strong>BS</strong></td>
<td><strong>BS</strong></td>
</tr>
</tbody>
</table>
Institutional Equity Taxonomy

<table>
<thead>
<tr>
<th></th>
<th>Equity Deprived Culture (DC)</th>
<th>Equity Enriched Culture (EC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy (GS)</td>
<td>DC GS</td>
<td>EC GS</td>
</tr>
<tr>
<td>Bad Strategy (BS)</td>
<td>DC BS</td>
<td>EC BS</td>
</tr>
</tbody>
</table>

Bad Strategy (BS) is highlighted in red.
Institutional Equity Taxonomy

Equity Deprived Culture (DC)

Equity Enriched Culture (EC)

External

Effective

Inept

Unintentional

Strategy (GS)

Bad Strategy (BS)
Institutional Equity Taxonomy

<table>
<thead>
<tr>
<th>Strategy (GS)</th>
<th>Equity Deprived Culture (DC)</th>
<th>Equity Enriched Culture (EC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bad Strategy (BS)</td>
<td>• Students with Disabilities</td>
<td>• Pell Eligible</td>
</tr>
<tr>
<td></td>
<td>• Men of Color</td>
<td>• 1st Gen</td>
</tr>
<tr>
<td></td>
<td>• Adult Learners</td>
<td>• African American</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Latinx</td>
</tr>
</tbody>
</table>
Assess the Institution’s Disposition Towards Equity
Align Strategies with Culture
Develop a Transparent Vision of the Campus Culture with Equity at the Core
Engage in Strategic Messaging to Align Institutional Values and Priorities with Equity
Embed **Tangible** Indicators of Equity Throughout the Institution
Create Shared Accountability for a Commitment to Equity
Address Campus Racism with Urgency and Transparency
ACKNOWLEDGE THE PAST & REVISIT THE HISTORY OF INSTITUTIONAL RACISM

• Addressing racism begins with an authentic reconciliation of an institution’s history and legacy of racism
  • Identify a task force that can be charged with conducting archival research and sharing it’s findings with the campus community
  • Search for letters, photographs, yearbooks, journals, newspaper articles (campus and community), speeches, meeting minutes
  • Consult with local historical societies
  • Interview former students, leaders, or educators
  • Share findings publicly

• Identify and remove campus rituals, symbols, and artifacts that express racism
  • Statues, named buildings, donors, scholarships, mascots, traditions
  • Rename schools named after people who helped to advance racism in any way

• Identify tangible and concrete ways to account for the history and legacy of racism
  • Scholarships, named programs, free tuition, endowed professorships
LIFT MINORITIZED VOICES

• Proactively seek students’ and employees’ voices and experiences of racism in and out of the classroom and in the workplace
  • Questions to explore:
    • “What is it like to be a Black student here?”
    • “How has racism impacted your health and well-being?”
    • “What are some ways in which racism has limited the advancement of your career?”
    • “How can the college/school/university do a better job of supporting employees of color?”

• Intentionally explore the intersection of racial/ethnic identity with other salient identities: LGBT students, parents, adult learners, student-athletes, disabilities, justice-impacted, veterans, foster youth, homeless, transfer students

• **Believe** what they say!

• Make the findings public
ADDRESS RACISM IN THE CAMPUS CULTURE

- The Context of Teaching and Learning
  - Curricula
  - Invisibility and Hyper-surveillance
  - Persistent and unchecked racial microaggressions (ascriptive of intelligence, pathologizing culture, and assumption of criminality)

- Student Services
  - Underserved—“There’s nothing more I can do for you.”
  - Underchallenged—“That is a very rigorous major, I am not sure it’s best for you.”
  - Unwelcomed—“Why are you here?”

- Human Resources
  - Position descriptions
  - Hiring committees
  - Campus visits
  - Employee grievances
  - Performance evaluations
CRITICLLY EXAMINE STUDENT CONDUCT DATA

• Are minoritized students overrepresented amongst those referred to student conduct for campus policy violations?

• Who are the sources of referrals for minoritized students (faculty, residence hall coordinators, campus police)?

• Are sanctions equitably applied?

• Do students have access to an advocate?
DEVISE A COMPREHENSIVE STRATEGY FOR ADDRESSING RACISM

• Statements of solidarity absent of concrete actions are symbolic and performative, but not meaningful

• Make addressing racism and strategic priority with measurable goals and resources

• Add “anti-racism” to the institution’s mission statement

• Engage the governing board on a consistent basis
  • Add “addressing campus racism” (and corresponding action steps) as a standing agenda item
  • Advocate for racial/ethnic diversity on governing boards
  • Hold special governing board meetings that focus on professional learning
DISAGGREGATE STUDENT SUCCESS DATA TO REVEAL HIDDEN PATTERNS OF RACIAL INEQUITY

• **Access**
  - Proportion of minoritized students who applied, enrolled, and were admitted to the university
  - Proportion of minoritized graduates of local high schools enrolled
  - Proportion of minoritized student who were admitted to their desired major/program of study

• **Campus Effort**
  - Minoritized student-to-faculty ratio
  - Minoritized student representation on student government
  - Proportion of minoritized students utilizing campus support services
  - Proportion of minoritized students involved in high impact programs

• **Retention**
  - Fall to Spring persistence rate for minoritized 1st year students
  - Fall to Fall persistence rate for minoritized 1st year students

• **Excellence**
  - Proportion of minoritized students who graduate with honors
  - Proportion of minoritized students on the Dean’s list (compared to overall representation)
  - 4-year graduation rate of minoritized students
  - Proportion of minoritized students awarded merit-based scholarships
  - Proportion of minoritized students awarded competitive fellowships (e.g., Fulbright, Rhodes, Truman)

Key Take-A-Ways

Statewide leadership can provide policy and strategies that are necessary to prioritize and advance equity, but it cannot create a culture that is conducive to **doing** equity.

Strategies alone do not close equity gaps, attention to equity culture is essential.

Spend more time on culture—especially during the rollout phase of any equity effort.

Culture is most visible when it is observed organically.

Most equity cultures are “inept” or resistant to engaging racial equity than they are on other equity issues.

Toxic support (e.g., “the Oblivious”) is just as bad, if not worse, than toxic resistance.
Thank You!

Dr. Frank Harris III  
Professor of Postsecondary Education  
Co-Director, CCEAL  
Senior Strategist, Student Affairs and Campus Diversity  
San Diego State University  
@fharris3

Dr. J. Luke Wood  
Vice President of Student Affairs and Campus Diversity  
Distinguished Professor of Education  
Co-Director, CCEAL  
San Diego State University  
@DrLukeWood