



# Developing a Practice of Equity- Mindedness


**Angell Howard**

# Land Acknowledgement

I want to begin by acknowledging the Indigenous Peoples of all the lands we are on today and express the importance of their acknowledgment. Specifically, Native tribes such as the Haudenosaunee and Wenro peoples lost their ancestral lands through violent forced removals and broken treaties. We also express honor to those indigenous people who may have been excluded in this acknowledgment due to erasure and historical inaccuracy.

# Labor Acknowledgement

We must also acknowledge that this country would not exist if it weren't for the free and enslaved labor through chattel slavery of Black people. We honor the legacy of the African Diaspora and Black life, knowledge, and skills due to violence and white supremacy which is still very present today.



**What do you need  
from everyone in this  
room to get the most  
out of this session?**

# Community Agreement

- Be present
- Participate fully
- Be respectful
- Listen respectfully
- Listen to understand
- Take responsibility
- Embrace ambiguity (inexactness)
- Open and honest communication
- Speak from personal experience
- Embrace discomfort
- Share airtime
- Respect confidentiality
- Preserve the integrity of stories
- Trust good intent
- Explore unintended impact
- Recognize your triggers
- Share if you feel triggered
- Take risks; Be brave



**Disclaimer**















- Started college at 28
- First Gen Student
- Non Traditional
- Low Income
- Married - 5 children
- TRiO/SSS
- First Gen Professional
- Divorced - 1 child
- Remarried - 1 child
- Business



**Necessary**  
— CHANGE —  
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Equality

**-VS-**

Equity



I need  
volunteers



# Equality

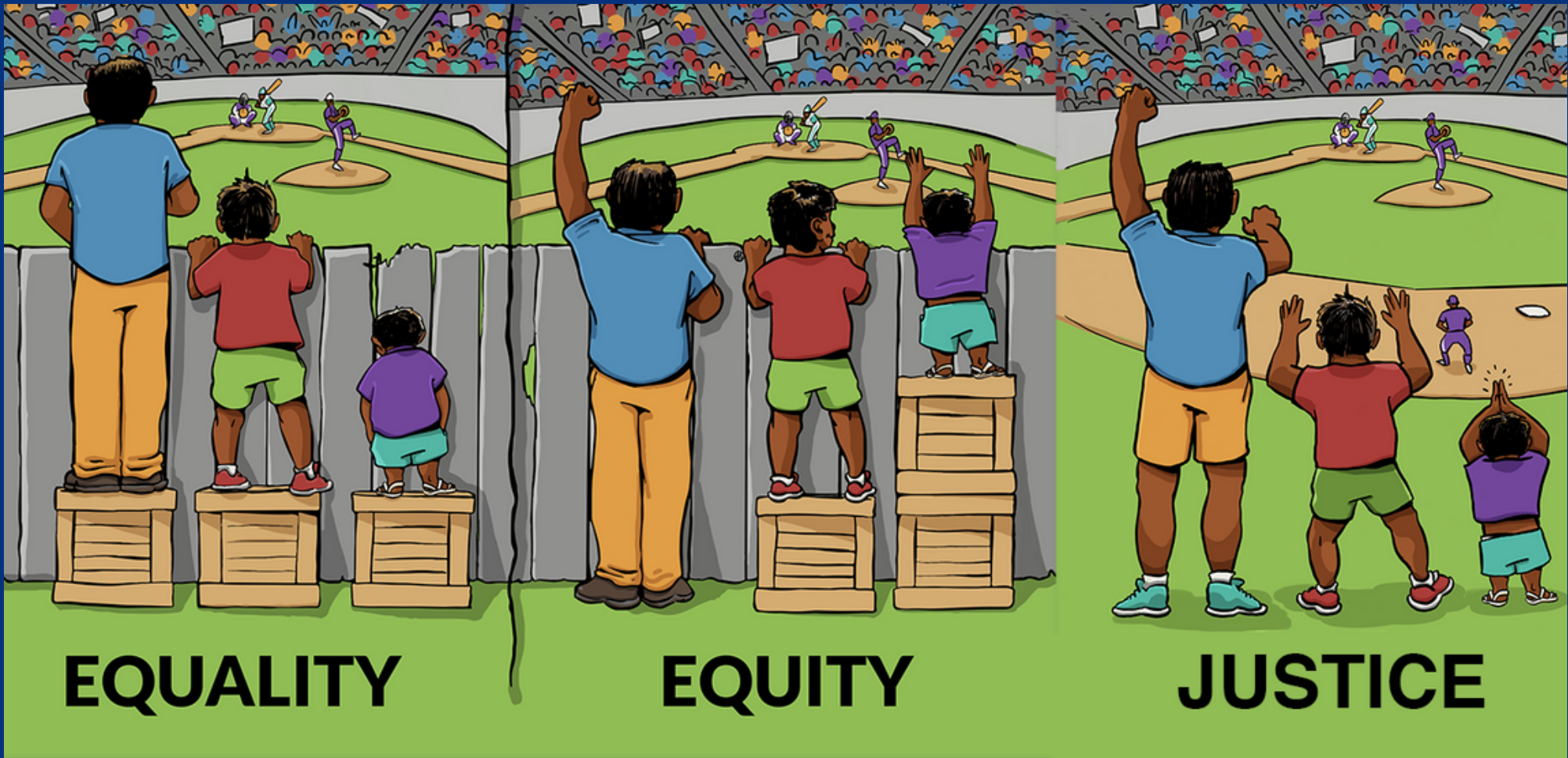


Equality means each individual or group of people is given the same resources or opportunities. Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.

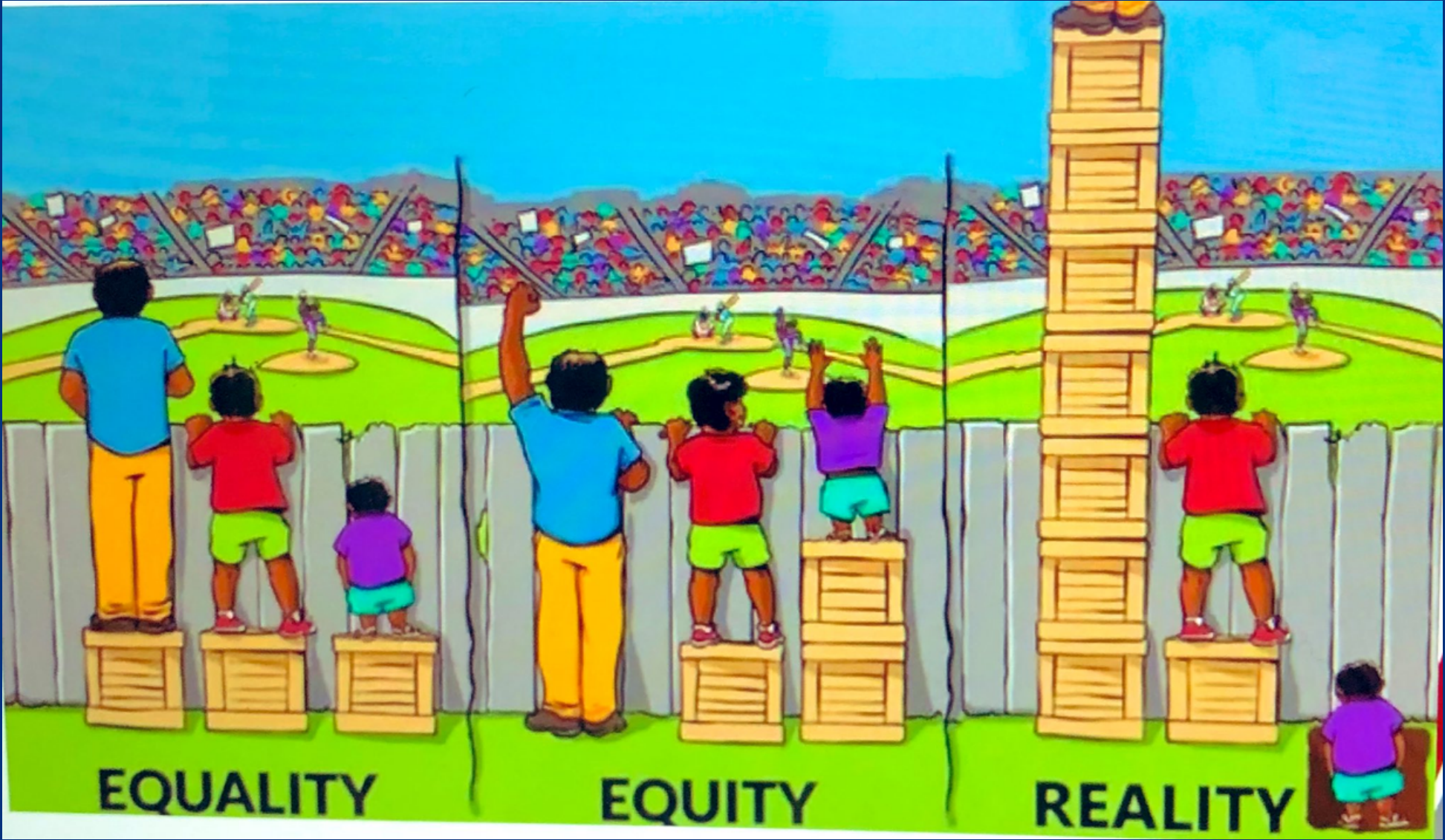
# Equity








**Liberation**



**EQUALITY**

**EQUITY**

**REALITY**



The background is a solid yellow color. There are blue brushstroke-like accents: a large 'M' shape in the top right corner and a wavy line in the bottom left corner.



**The struggle  
with fairness**



**Equity-Minded  
Practitioners.....**

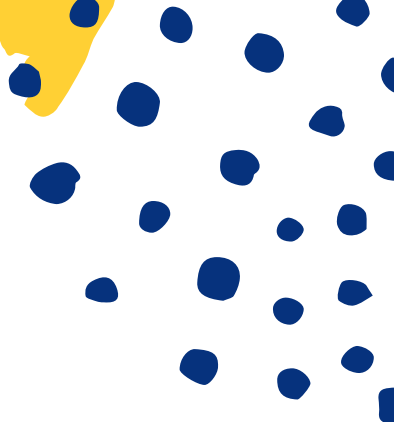
- are cognizant of exclusionary practices and systemic inequities that produce outcome disparities in educational contexts.
- attribute outcome disparities to breakdowns in institutional performance rather than exclusively to student/staff/faculty deficits or behaviors.
- continuously reflect upon their roles in and responsibilities for student/staff/faculty success.
- challenge their colleagues to be equity-minded educators.

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- 
- Are aware of the social and historical context of exclusionary practices in American Higher Education.
  - Take personal and institutional responsibility for the success of their students/staff/faculty.
  - Critically and consistently reassess their own practices.



Equity-minded practitioners are willing to engage in the necessary, and sometimes difficult, conversations and decision-making that can lead to transformational change for student/staff/faculty learning and achievement.


# Barriers to Equity





# Barriers to Equity

1. Attitudes & Personalities
2. Institution/Organization  
Politics & Structure
3. Power Dynamics &  
Hierarchy
4. Institution/Organization  
Culture
5. Oppression Olympics
6. Data Practices
7. Policies



# Attitudes & Personalities

- The way people feel about a particular situation or a group of people
- Deficit perspectives
- Racist stereotypes
- Equity/conflating equity with equality - "Everyone should receive the same thing." "Why are we only focusing on men of color? They are such a small part of our population."
- Censoring dialogue about race and racial equity
- Lack of CC & CH

Deficit

**-VS-**

Strengths/  
Asset

# CULTURAL COMPETENCE

Refers to the ability to understand, appreciate, and interact with persons from cultures and/or belief systems other than one's own, based on various factors.

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# CULTURAL



Son of Baldwin

@SonofBaldwin

We can disagree and still love each other unless your disagreement is rooted in my oppression and denial of my humanity and right to exist.

# CULTURAL HUMILITY

“a lifelong process of self-reflection and self-critique whereby the individual not only learns about another’s culture, but one starts with an examination of their own beliefs and cultural identities.”

W

CULTURAL  
COMPETENCE



CULTURAL  
HUMILITY

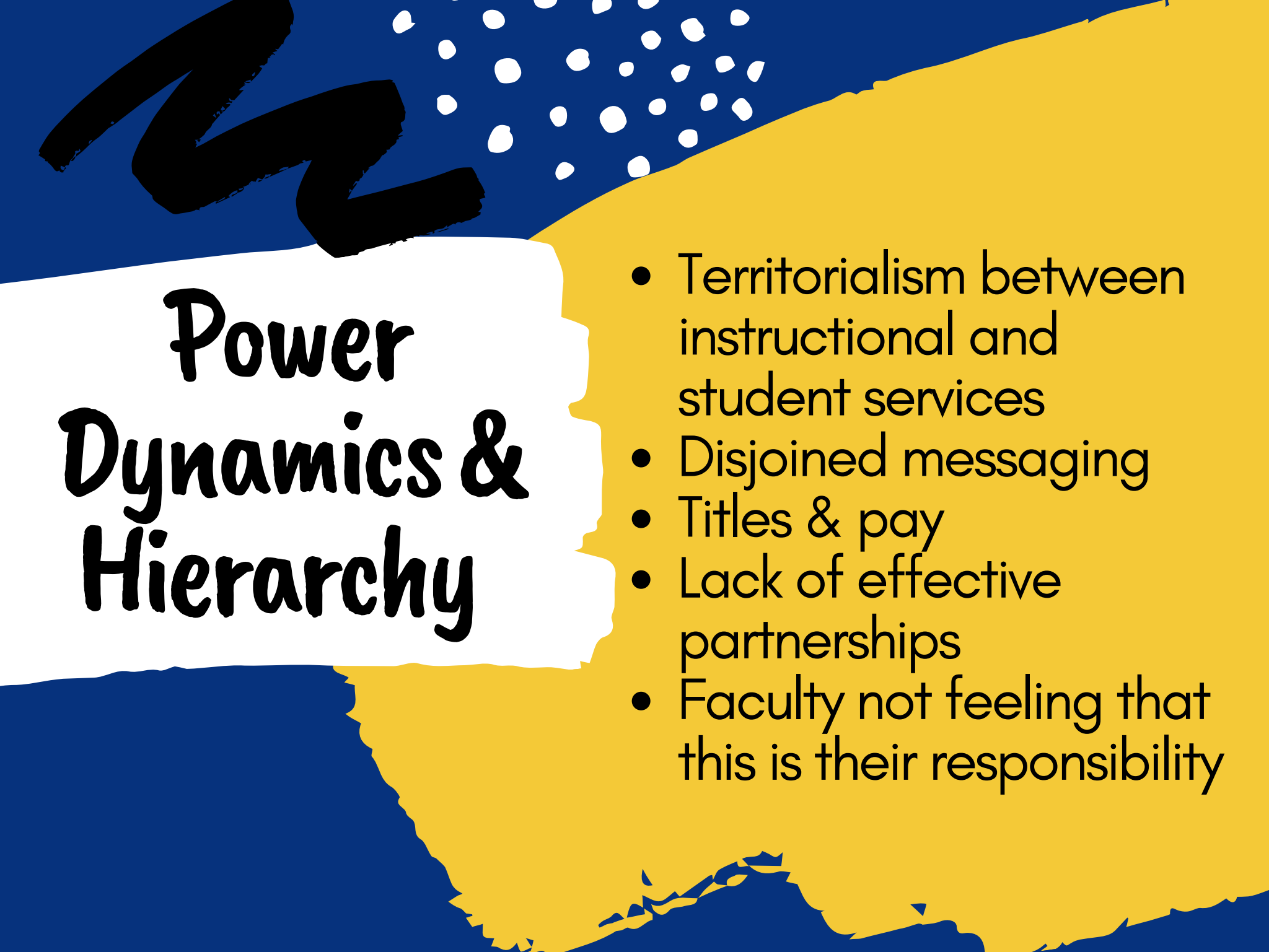
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# **Institution/ Organization Politics & Structure**

- Governance
- Lawyers
- The ways in which the institution is designed and arranged
- Turnover in leadership
- Where support services are located
- Commitment not imbedded in institutional structures and practices



# Power Dynamics & Hierarchy

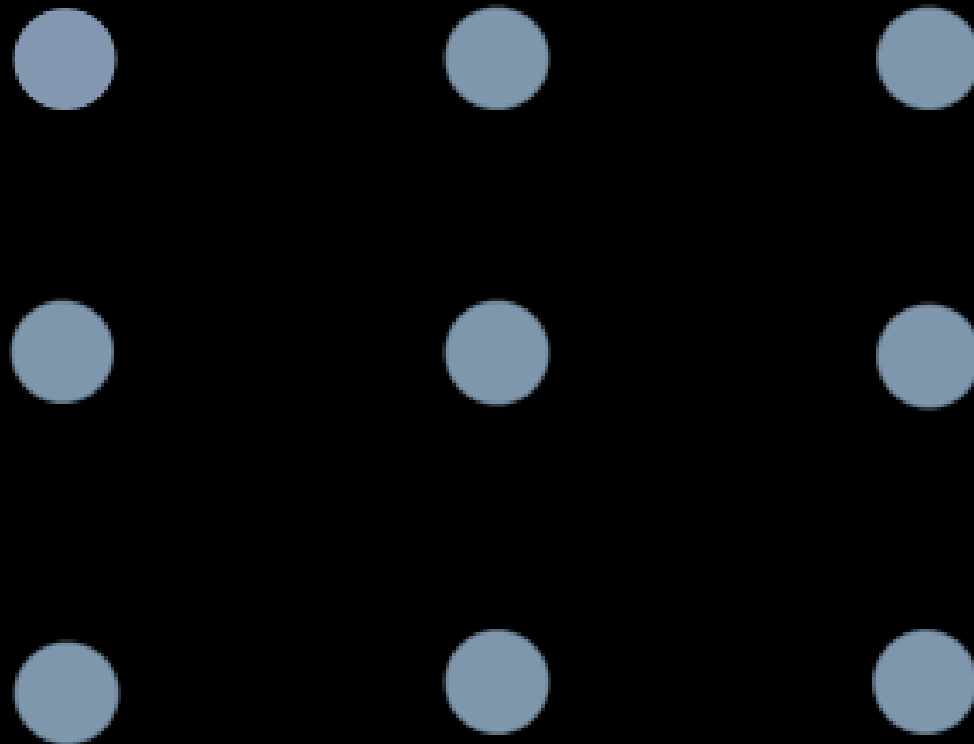
- Territorialism between instructional and student services
- Disjoined messaging
- Titles & pay
- Lack of effective partnerships
- Faculty not feeling that this is their responsibility



# Institution/ Organization Culture

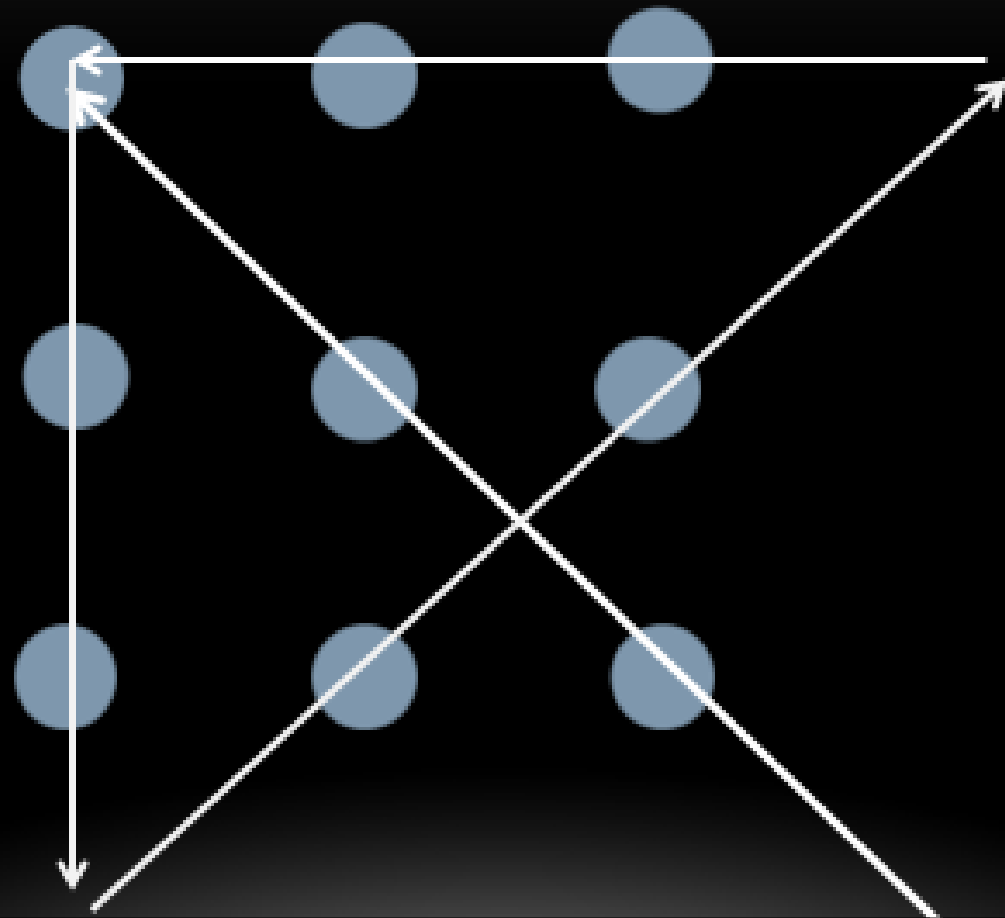
- The collective norms, rituals, values, and embedded patterns of behavior that create the essence of an institution
- Too “activity focused”
- Status quo
- Quick wins
- Avoid race at all costs

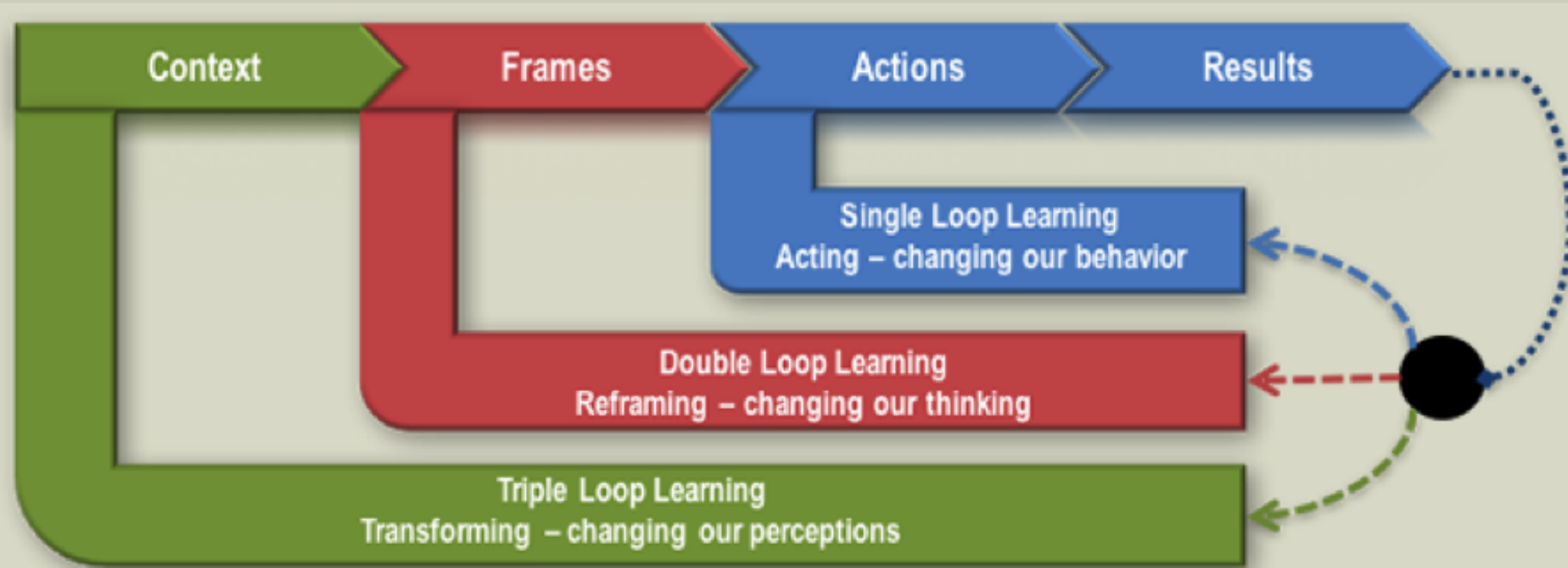
# Solve this?



Connect the dots with four straight lines.  
Lines may cross but you cannot retrace a line.  
Pen cannot come off the paper


# WHAT WAS NEEDED TO SOLVE THIS?





## Organizational and Learning Framework

- Single Loop Learning tends to focus on actions.
- Double Loop Learning focuses on the frame within our actions take place.
- Triple Loop Learning gets to the core of things: our purpose, the values that guide us, and so on.



# Oppression Olympics

- A one-upmanship dynamic that can arise within debates amongst people who adhere to the ideological values of identity politics, intersectionality and social privilege.
- Lack of understanding intersectionality



# Data Practices

- Institutional researchers are not collaborative and/or sees themselves as “gatekeeper”
- Not disaggregating students’ outcomes data by race/ethnicity and gender
- Data that is not “generalizable” or collected from a large sample are treated as unreliable
- Overreliance on quantitative data sources
- Faculty & Staff evaluations



# Policies

- Course delivery and expectations
- Resource allocation
- Institutional policies and practices that directly conflict with equity goals
- Outdated
- Slow to change
- Red tape
- Must revise old policies, add new policies, eliminate unnecessary policies



# Policies

- should be more than compliance-driven and should be focused on a commitment to improving student/staff/faculty achievement.

The image features a white, torn-edge paper shape centered on a dark blue background. The paper has a rough, hand-cut appearance. In the top right corner, there are thick, yellow, hand-drawn scribbles. In the bottom right corner, there are several yellow dots of varying sizes scattered across the white paper. The overall style is playful and artistic.

**Question  
Everything!**

# Decision Making & Goal Setting Framework



# Final Activity



Thank you