



Anti-Racism and Equity in Higher Education: Compasses on the Path to Student Success



North Texas Community College Consortium

Communicating - Cooperating - Collaborating

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Today We Will:

- **Explore structural and institutional racism**
- **Unpack and understand equity, equity-mindedness, and opportunity expansion**

Essential Question:

- **How can inclusive excellence and equity-mindedness be applied to YOU and your institution as a positive facilitator of student success?**

Anti-racism: **Active and intentional commitments to dismantling structures that perpetuate racism.**



- "Anti-racism is an active and conscious effort to work against multidimensional aspects of racism," Robert J. Patterson, professor of African American Studies at Georgetown University, told Business Insider.

- Racism scholar Ibram X. Kendi says one is either racist or anti-racist. There is no room for neutrality, and there is no such thing as a "non-racist."

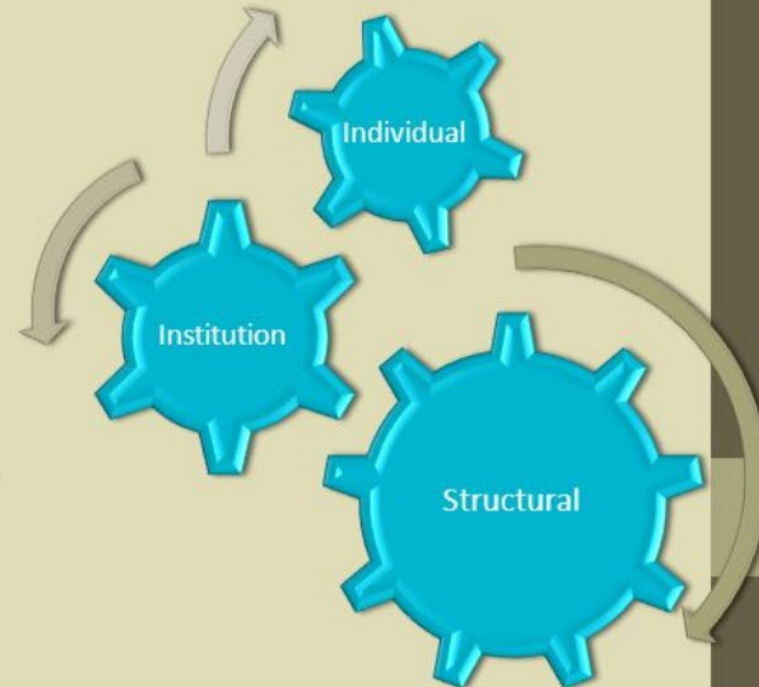
- Anti-racism is a "white problem," author Robin DiAngelo says. That means personal accountability and action are at the heart of being an anti-racist.

Change the system > Change the outcome

(Racial)
Power
+
Privilege
=
Racism

Different Kinds of Racism:

- **Individual racism:**
Pre-judgment, bias, or discrimination by an individual based on race.
- **Institutional racism:**
Policies, practices and procedures that work better for white people than for people of color, often unintentionally or inadvertently.
- **Structural racism:**
A history and current reality of institutional racism across all institutions. This combines to create a system that negatively impacts communities of color.



Sign of the Times (*Step up & Lead for Equity*)

U.S. Students Will Very Soon Be Majority Students of Color

The demographics of the U.S. population are shifting. The workforce and citizenry of each new generation have a greater proportion of people of color. Older workers are retiring, and younger workers are increasingly coming from communities that have historically been underserved by our educational system. U.S. education must evolve to better serve the students who will be tomorrow's workers, community members, and leaders.

Deep Economic Gaps Persist for Latinos and African Americans

The education gap for Latinos and African Americans is accompanied by an income gap. We cannot attain our nation's goals unless everyone has an authentic opportunity to contribute to our economy and to engage in our democracy. Our nation's success depends on having a quality higher education system that extends the advantages of liberal education—and the potential for economic prosperity—to all students.

Completing College Improves Economic Mobility

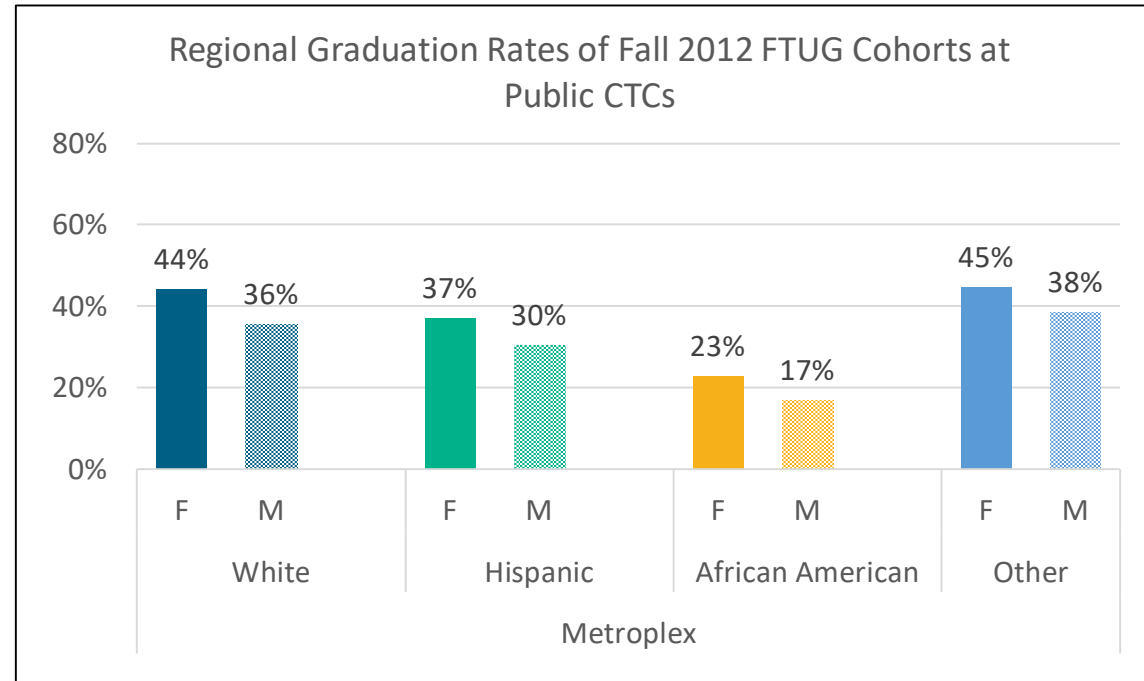
Educational opportunity and economic success are intertwined. People with higher incomes are more likely to enroll in college—and then more likely to earn the higher incomes that allow their children to attend college. And for children of low-income families, a college degree can provide the means to move out of poverty.

Wanted: Problem Solvers and Innovators

Demands in the U.S. workplace are changing. High-paying, low-skill jobs are disappearing as routine work is outsourced overseas or done by computers. Today, jobs that support families require employees who can "look at problems in unorthodox ways, seeing different angles and finding workable solutions."⁶ These are skills developed through a high-quality liberal education. Colleges that are leading for equity must make sure *all* students master them.

Effects of Racism on Education

2010, 2011, & 2012 High School Graduates by Region							
Who Earned a Degree or Certificate Within Six Years of HS Graduation ***							
THECB Region	College Enrollment Status	Total High School Grads	Enrolled Immediately	Based on Highest Degree Earned			Percentage Earned
				Associate Degree	Certificate	Bachelor's or Higher	Bachelor's or Higher Degree
Metroplex	1. Did not attend immediately	95,492	0	1,190	588	2,071	2.2
	2. Started at two-year	74,870	74,870	9,804	1,552	10,170	13.6
	3. Started at four-year	55,950	55,950	1,557	192	35,824	64.0
	Region Total	226,312	130,820	12,551	2,332	48,065	21.2



Source: NTCCC



Useful Terms and Concepts

Equity

The guarantee of **fair treatment, access, opportunity, and advancement** for all students, faculty, and staff, while simultaneously working to **identify and eliminate barriers that have prevented the full participation** of some (usually historically underrepresented and marginalized) groups.

Climate

The cumulative result of an organization's **programs, practices, and policies** on the way **people of various identities experience inclusion**. Campus climate impacts employee and student engagement and success.

Inclusive Excellence

Defined by the Association of American Colleges and Universities as the active process through which colleges and universities achieve **excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities**.

Inclusion

Active, intentional, and ongoing **engagement with diversity (such as race, ethnicity, socioeconomic status, issues of privilege and access)** embracing and affirming differences and offering respect in words and actions (such as language and structural change) for all groups and people.

Climate and Impact: TCC Example

Student experiences (Assessment Strategies)

- Students indicated **generalizations/ stereotypes/assumptions, exclusion, offensive language, and body language** as perceived harassment, discrimination, or bias

Stereotype threat = self-fulfilling prophecy

- Can affect student engagement, achievement gaps, academic effort

Impact on retention?

- Student persistence drop between 1st and 2nd year highest for students of color

Root Causes of outcomes: Could it be the “why?”

What is Equity?



Closing (opportunity) gaps between and among groups based upon their **relative resources, situational factors, historical deficits**, and (often unintentional) **policies and practices** that create **barriers to success (ATD)**



Also known as “leveling the playing field” to these gaps and make things fair



In making things fair, they are not necessarily equal

Anti-Racism in Action

EQUALITY VS. EQUITY

Equality

The assumption is that everyone benefits from the same supports. This is equal treatment.

Equity

Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice

All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

JUSTICE: ACCESS, INCLUSION, ANTI-RACISM



McPhail 3 Lenses of Equity*



Within the postsecondary education community, “equity” is further defined into three terms including:

- (1) *representational equity*, which refers to the proportional **participation of historically underrepresented student populations** at all levels of an institution;
- (2) *resource equity*, which takes account of the **educational resources**, when unequally distributed, that are **directed at closing equity gaps**; and
- (3) *equity mindedness*, which involves institutional leaders and staff demonstrating an *awareness and a willingness to address* equity issues.

Equity-Mindedness Characteristics w/ **INTENTIONALITY**

Access, Opportunity, Outcomes

Willingness to look at **student outcomes and disparities** at all educational levels disaggregated by **race, ethnicity, and socioeconomic status**.

Recognition that **individual students are not responsible** for the **unequal outcomes of groups** that have historically **experienced discrimination and marginalization**.

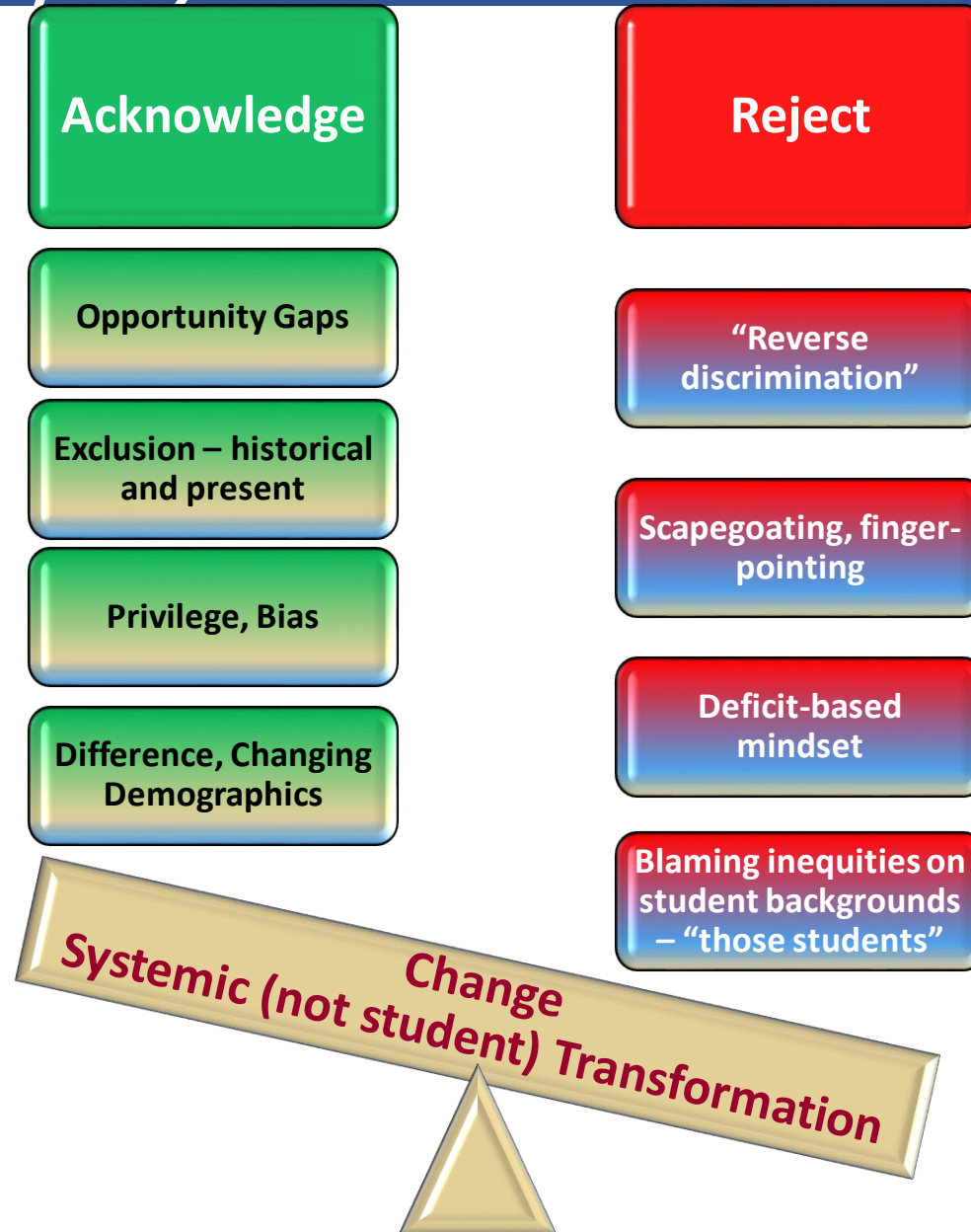
Recognition that the **elimination of entrenched biases, stereotypes, and discrimination** in higher education requires **intentional critical deconstruction** of structures, policies, practices, norms, and values **assumed to be race neutral**.

Respect for the **aspirations and struggles of students who are not well served** by the current educational system.

Belief in the fairness of allocating additional college and community resources to students who have greater needs due to the systemic shortcomings of our educational system in providing for them.

Individual, Institutional, Structural

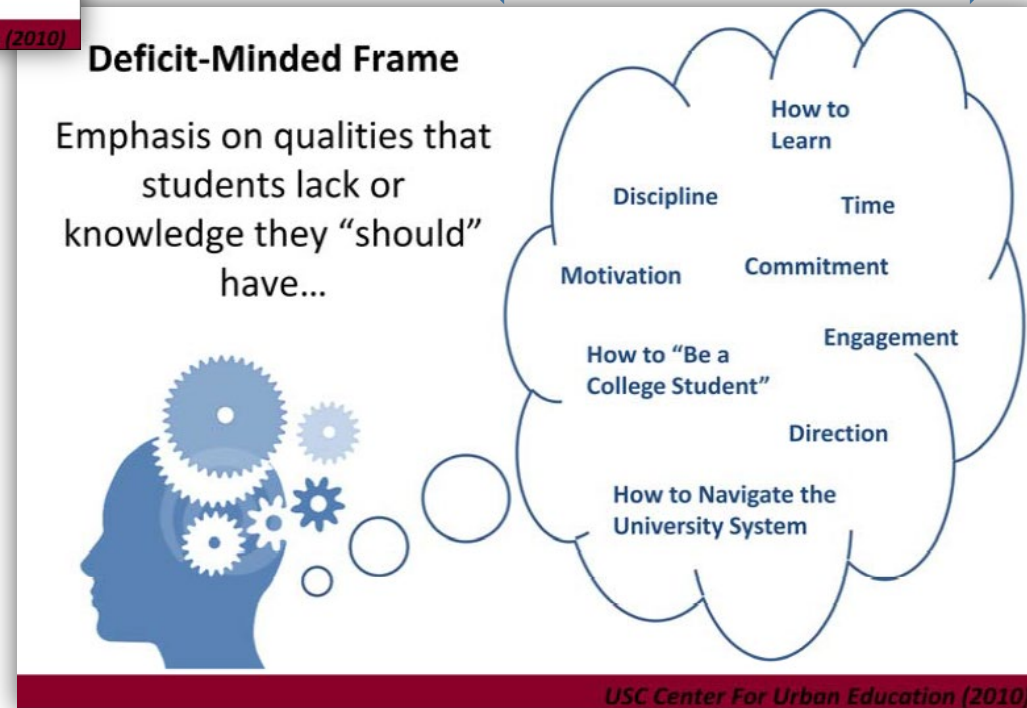
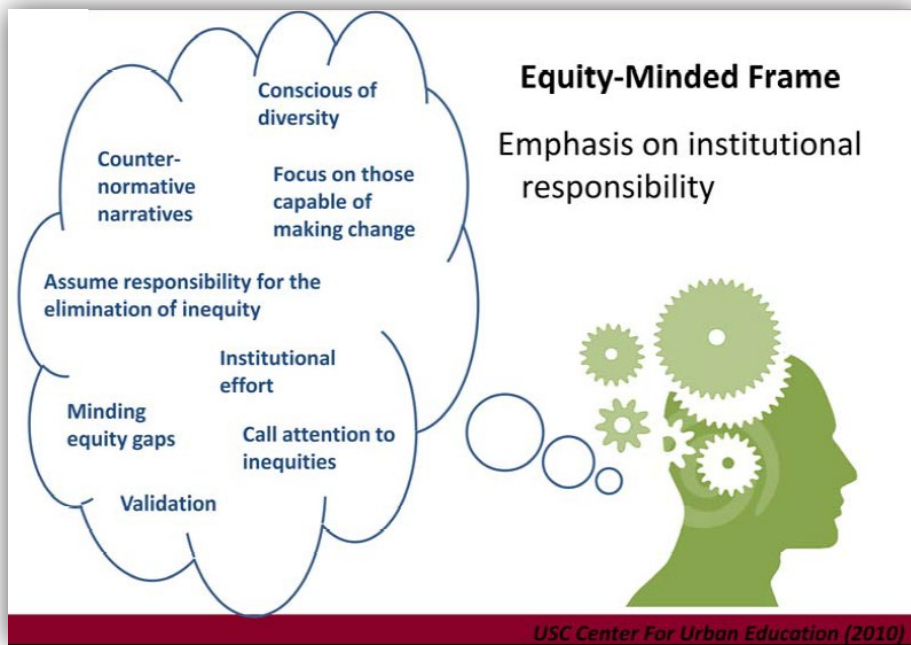
Balancing Act: Achieving Equity and Anti-Racist Intentionality



Embracing Impact, Authentic Care



We are ALL Student Success Facilitators!



Personal and Institutional Impact

Equity and Anti-Racism Through *the 4 Ps*



Policies

Include an organization's key documents such as the mission statement, core principles, strategic plans, etc. **Ex. Strategic plan for Equity, Diversity, and Inclusion? Required training and accountability? Association with tenure and evaluations?**

Programs

Reflect diversity and inclusion goals, are embedded in the foundation of the organization. **Ex. Student and faculty recruitment programs, retention programs, financial aid packages**

Practices

Address organizational culture and way things are done, can be guided by values, beliefs, and norms. Often based upon **individual interpretation and can be most affected by biases, passive exclusion**

People

Includes the employees and administrative team, and senior administrators responsible for supporting diversity, equity, and inclusion goals. **How broadly diverse is your team? What impact does composition have on students/families? On each other?**

Inclusive Excellence

Academic

A focus on **student intellectual and social development**. Offering the **best possible course of study**.

Organizational

A purposeful development and utilization of **resources to enhance student learning**. Challenging each student and involving all in knowledge development.

Integrative

Attention to the **cultural differences learners bring to the educational experience** and that enhance the enterprise.

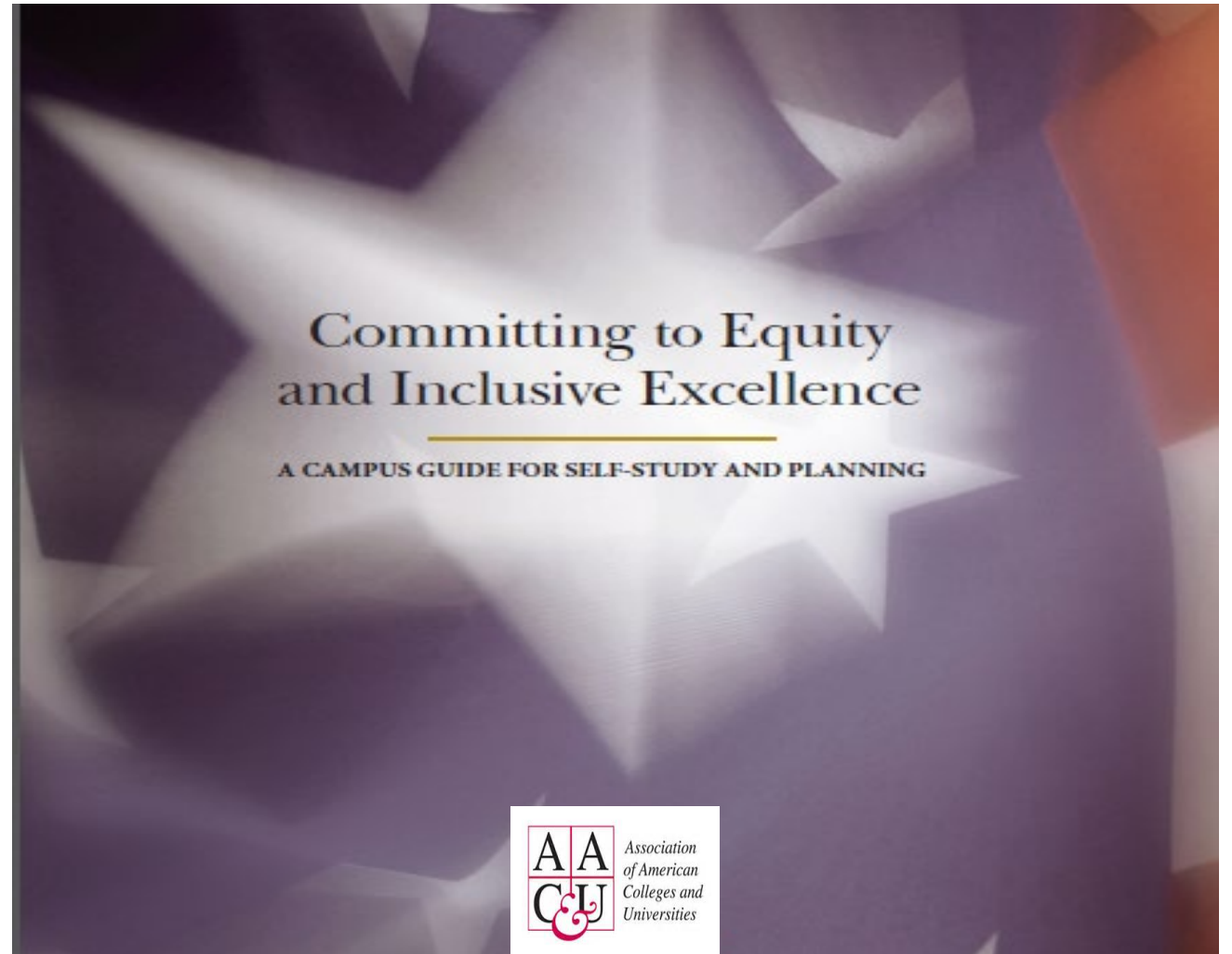
Environmental

A **welcoming community** that **engages all** of its diversity in the service of student and organizational learning.

Includes Organizational Culture and Behavior, IC Change Model, Scorecard

What are we doing well?
Where can we improve?

**How does this apply to
your institution?**



21st Century Action: Committing to Equity & Opportunity Expansion

Know who your students are and will be.

- Are we accommodating the demographic shifts that are occurring?
- Are our definitions of success considering these shifts?

Have *honest dialogues* about the *climate for underserved students* with a goal of effecting a *paradigm shift in language and actions*.

- Practice cultural humility, and engage in personal and institutional critical self-reflection.
- Are we valuing and using cultural capital of underserved students?
- Are we acknowledging existing biases and stereotypes as barriers?

21st Century Action: Committing to Equity & Opportunity Expansion

Invest in *culturally competent practices* that lead to *success of all students*, including the underserved.

- Are there adequate investments in equity efforts?
- Is there adequate training and development for faculty, staff, and leadership towards equity-mindedness?
- Are equity-based practices applied to curricular and co-curricular change?

Set and monitor *equity-minded goals* – and *allocate aligned resources* to achieve them.

- Is there a unified strategy?
- Are academic and student affairs involved equally?
Is there student involvement or input?
- Do the competencies and infrastructure exist to achieve these goals?

21st Century Action: Committing to Equity & Opportunity Expansion

Develop and actively pursue a clear vision and goals for achieving the *high-quality learning necessary for careers and citizenship*.

- **Do our students know how to work across difference?**
- **Are we developing competencies facilitating interconnectedness and interdependence?**
- **Do we value and engage each student's cultural context in the learning process?**

Expect and prepare all students to produce culminating work to show their achievement of learning outcomes; ensure equitable participation and achievement among underserved students.

- **Are we giving students opportunities to practically apply their learning across disciplines while cultivating their interests and perspectives?**
- **Will they be able to tackle workplace and societal complex problems?**

21st Century Action: Committing to Equity & Opportunity Expansion

Provide support to help students develop *guided plans* to achieve learning outcomes, and connect *college experiences with careers*.

- **What (and how well) a role does academic advising, student services and activities, service/community-based learning, disability support, etc. play in career planning?**
- **What does collaboration with academic affairs look like in these efforts?**

Identify *high impact practices (HIPs)* best suited to our institution's students, and ensure *equitable participation*.

- **Do all students have access and opportunity to participate in HIPs (ex. learning communities, collaborative assignments, diversity/global learning re: “difficult differences,” co-curricular options, etc.?)**
- **Can these opportunities be accessed by all students, regardless of socioeconomic, work, parental, or disability status?**

21st Century Action: Committing to Equity & Opportunity Expansion

Ensure Essential Learning Outcomes and High Impact Practices are incorporated throughout, including career and technical education and online.

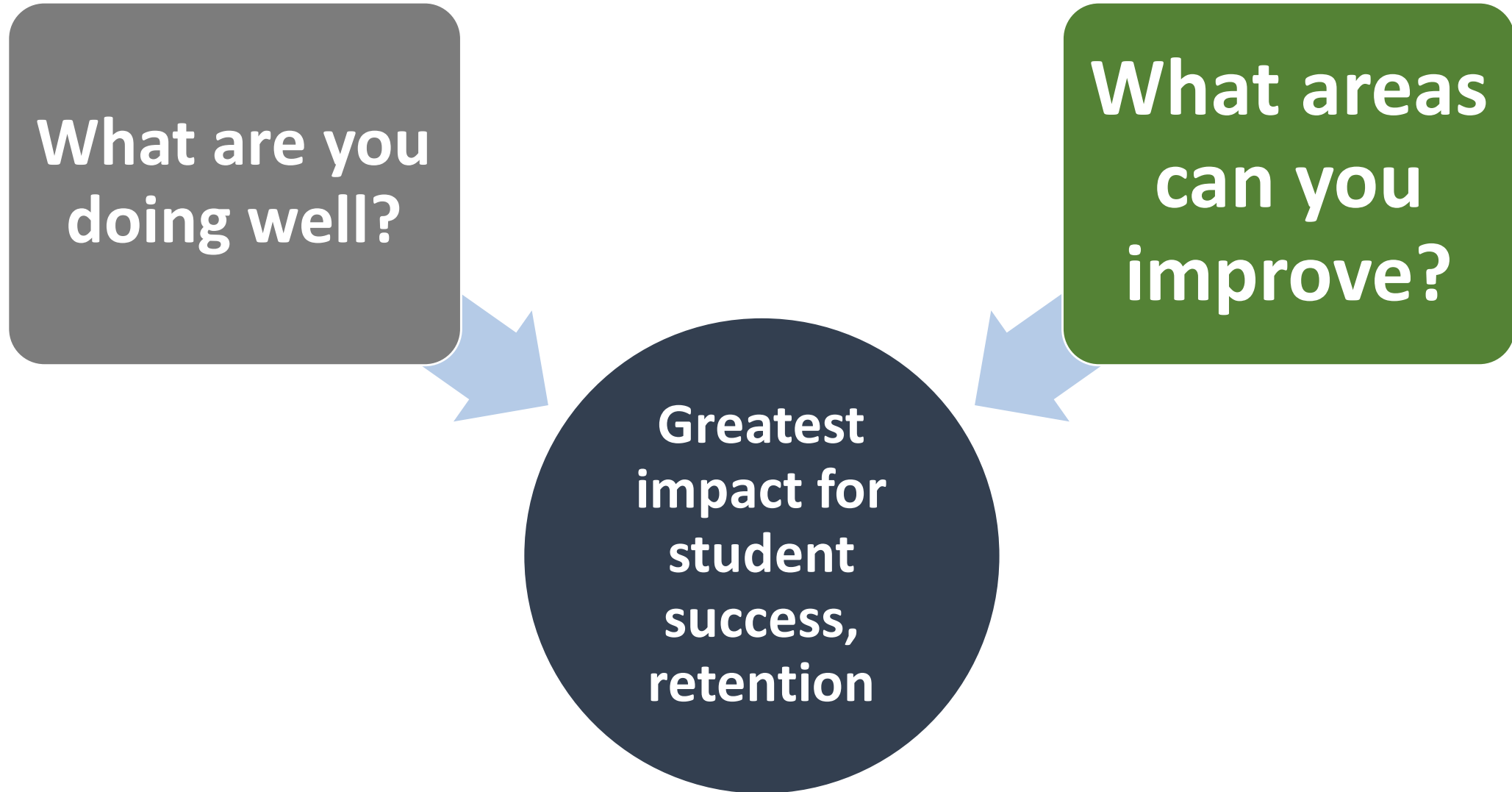
- Are developmental education, certificate programs, and online programs incorporating HIPs and equity-based approaches?
- Do developmental education and career and technical education students feel equally supported, encouraged, and affirmed regardless of program?

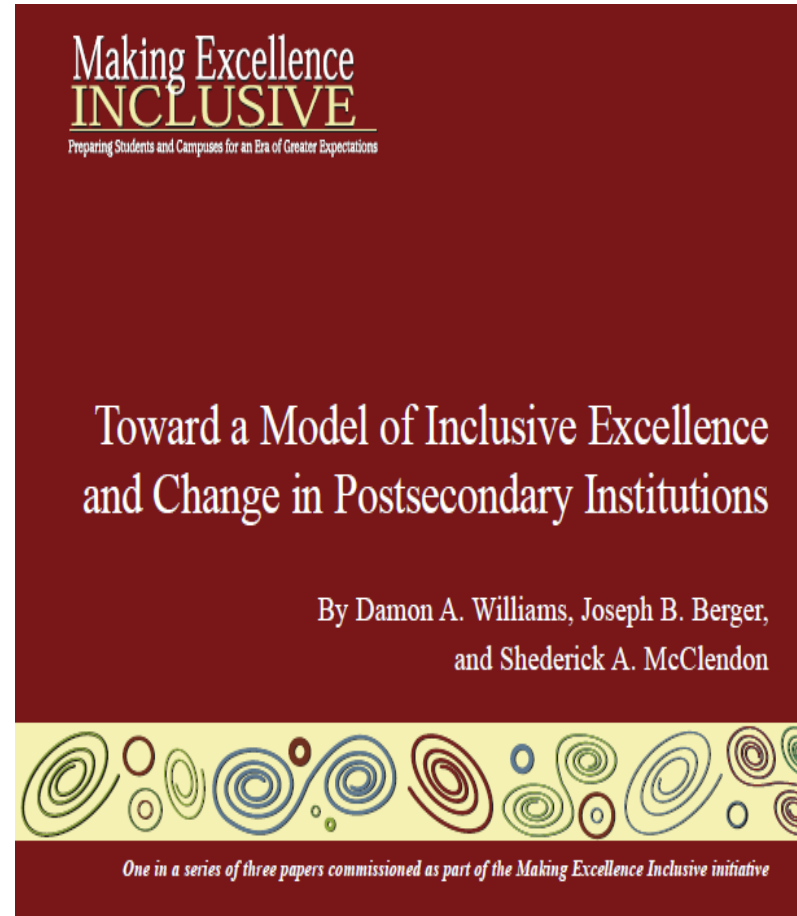
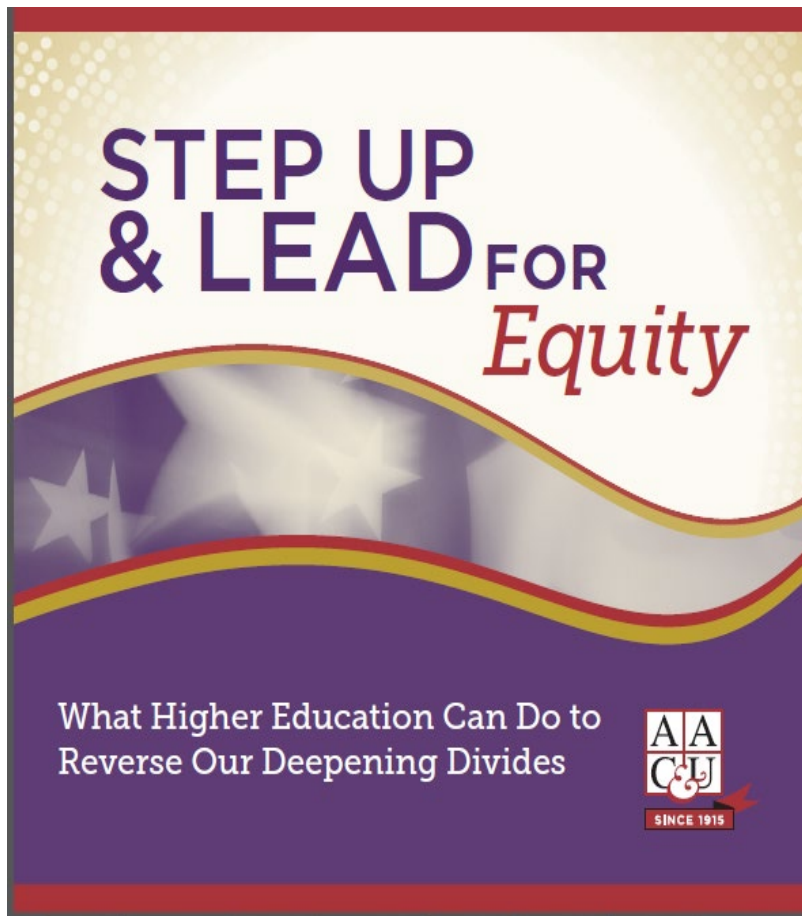
Make student achievement – including of those who are underserved– visible and valued.

- Are completion and grade achievement the only measures of achievement and success?
- Are we reaching students before we lose them? What about retention?

Time for Critical Self-Reflection...

Thinking about Your Institution...







Aurora Change
Agency

Aurorachangeagency.weebly.com



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Coaching, training, leadership and
organizational development towards
intentional inclusion:
one change agent at a time.

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