How to Make Diversity Tangible and Obtainable

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Agenda

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II.   Audits

III.   Diversity as education, not training

COE's Diversity Certificate Program for Teacher Candidates

Fall 2019 Workshops

Foundations in Diversity, Equity and Inclusion

Culturally Responsive Classroom Management Practices

Unconscious Bias

Spring 2020 Workshops

Cross-cultural Communications

Gendered Languages

Creating an Inclusive Classroom

Bonus Workshop

Race, Power and Responsibility

Introduction

Pre-survey EC-6 Teacher Candidate	Post-survey EC-6 Teacher Candidate
Honestly, I'm just very interested in learning anything I can build and take from. I'm also not as involved within the department or at the school and I feel this would be something definitely worth spending my time on.	Throughout this program I have actually learned a lot and taken away things I have never taken into consideration. I would say the most important and best thing this program has done for me is to remember to take a look at something from someone else's point of view. That our vision might be distorted and to take a step back and take into account the people around you. I've learned that our assumptions of what we might think and know, our language, and our beliefs have a detrimental impact on our students in the classroom. It is important to understand the effects our language has on the students and their families. I've also learned that as Educators, we need to be open-minded. Especially in this day and age where things are changing so rapidly (like laws), with the rise of technology, and what might have been acceptable back then might not be acceptable today. This program has allowed me to reconstruct my thinking, ways to implement strategies that ensure equality in the classroom, and how to make sure all students are successful (no excuses)!

"Maybe your college is the blueprint for the university" (Robinson, 2020).

Robinson, N. (18, May 2020). *Race, Power and Responsibility*. Inclusive Leaders Academy [Video]. Facebook.

Introduction

"We provide diversity education, not diversity training. Trainings tend to be one-dimensional; focusing on compliance to tasks and policies... Participants of our diversity education will learn how to compassionately navigate the complexities of cultural landscapes and create lasting transformative change" (Dr. Nicole Robinson, CEO, Cultural Connections by Design, LLC).

Introduction

2018 National Student Clearinghouse Research Center

Sixty-six percent of all students who started at a four-year public university completed it. Broken down by race, six-year completion rates for students who started at a four-year public institution were: 48% for Black students, 57% for Hispanic students, 72% for White students and 77% for Asian students. Of all groups, Black men had the lowest completion rate, 36%, and the highest dropout rate -- nearly 50%.

Olson, A. (25, March 2020). *Equity audits should be commonplace*. Inside Higher Ed.

https://www.insidehighered.com/views/2020/03/25/more-colleges-should-use-equity-audits-address-inequalities-their-institutions

Introduction

2017 Education Trust Report

Graduation rates

Latinx students- approximately 58% at California State University at Fullerton

Latinx students- 34% at the University of Texas at San Antonio

Black students- 66% at George Mason University

Black students- 45% at the University of Kansas

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Introduction

Skyline College, an ethnically diverse school of 10,000 students just south of San Francisco, conducted an equity audit that examined community connections, curriculum, communications and hiring to improve student outcomes and graduation rates (Olson, 2020).

Skyline College's equity audit analysis

-Did outreach efforts make the college accessible for potential first-generation college students?

-What practices in algebra courses affected equitable success in statistics?

-In what ways did faculty members share information regarding financial aid opportunities?

- Were current staffers and administrators supportive of the student population?

The audit identified gaps in each of these areas and provided specific ways to improve, with the goal of aiding student outcomes.

College Equity Act

In April 2019, U.S. Senator Brian Schatz, a Democrat from Hawaii, and U.S. Congress representative, Donna Shalala, a Democrat from Florida, introduced the [College Equity Act](), which would provide grants to incentivize higher education institutions to conduct equity audits. The audits would review policies and practices and identify which ones are failing to serve underrepresented students.

The Senate read the bill twice and referred it to the Committee on Health, Education, Labor and Pensions, where it has been sitting for over a year.

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What is an audit?

An **equity audit** is a comprehensive evaluation of inequities and serve as a benchmarking tool to identify and address disparities in educational systems. An **equity audit** offers support in creating deep, long-lasting, equity-driven change designed to improve outcomes for all students, particularly a college or university's most vulnerable students (Olson, 2020).

Culture audits examine how diverse cultural perspectives are reflected in the values and behaviors manifested in the overall school culture. They help make "cultural factors in schools more tangible so that appropriate and effective school improvements can be more appropriately targeted" (Bustamante, 2006, p.5).

Equity audits

Organizational Policies & Practices include: Leadership; Teaching & Learning (curriculum and instructional practices); Budgeting & Planning; Approach to Reflection, Data & Evaluation; and Human Resources

Campus Environment & Political Climate include: Campus Climate, Culture, Values, Norms & History; Community & Political Context; Communications Systems (bottom-up, top-down, and horizontal); Facilities Management; and Engagement with Student Groups

Singhashri, G, Gazmuri, S.P., & Porter, E. (2010). *The equity-driven systems change (ESC) model: A toolkit for improving institutional practice and student outcomes*.

Equity audits

Access, Supports & Opportunities include: Outreach; Orientation; Admissions; Academic Counseling, Supports & Advising; Equipment, Technology & Infrastructure; Financial Aid

Student Outcomes include: Course Completion; Advancement from Developmental Education Courses; Persistence; Graduation; Transfer

Singhashri, G, Gazmuri, S.P., & Porter, E. (2010). *The equity-driven systems change (ESC) model: A toolkit for improving institutional practice and student outcomes*.

Culture Audit
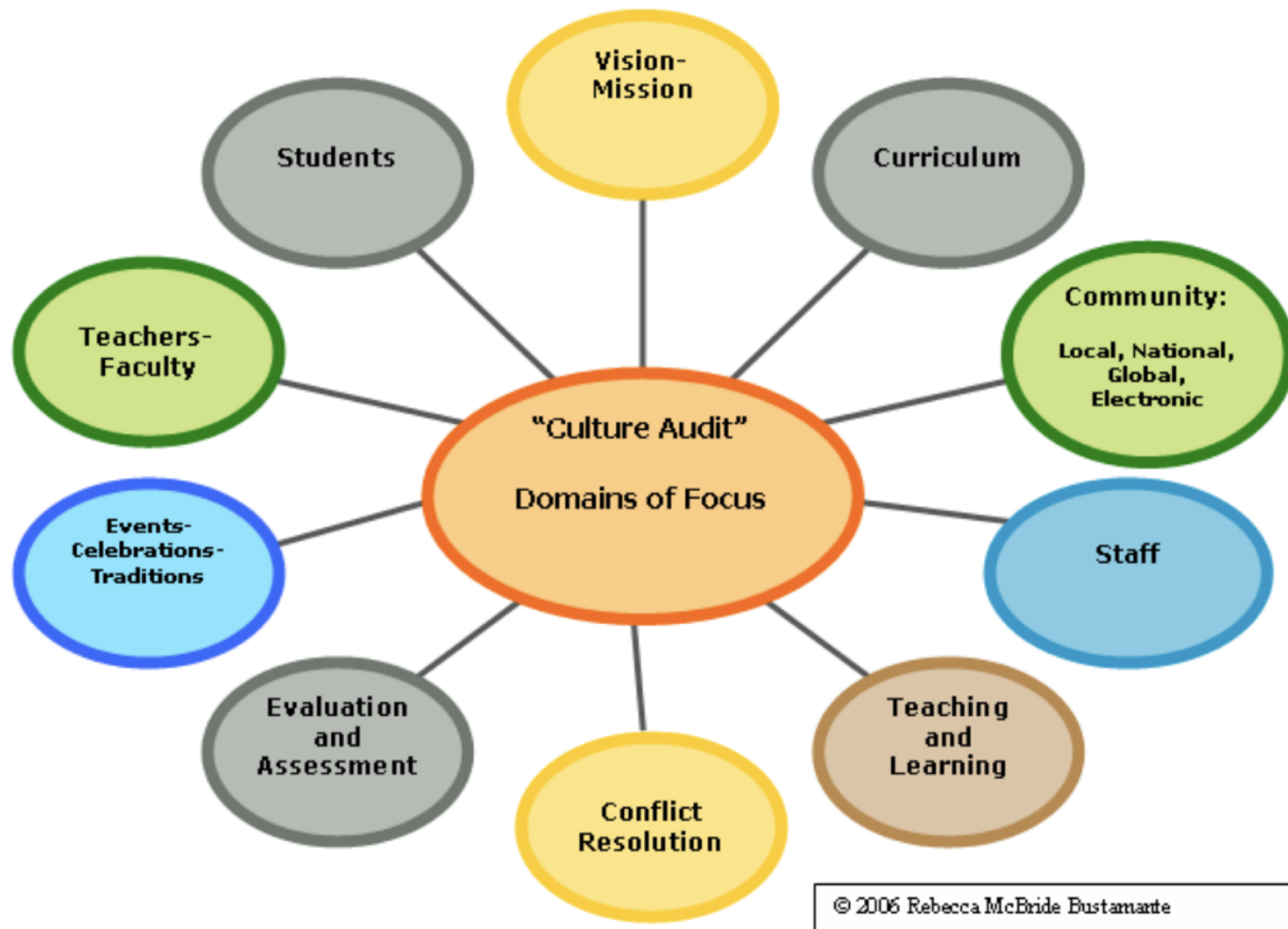
Bustamante, R.M. (2006). The culture audit: A leadership tool for assessment and strategic planning in diverse schools and colleges. *International Journal of Educational Leadership Preparation, 1*(2). 1-5.

Culture audit

Who/What do people see/hear?

-When people go to your website, who do they see?

-What about your office?

-What do they see as your message as a dean, provost, department chair, or program coordinator?

-What do they see in the syllabus? What is the message?

-What do they hear in your voicemail?

-What does recruiting material look like?

-Who do students see when they are advised about courses?

What is the overall message that your university, college or department convey about diversity, equity and inclusion?

Does the message convey to vulnerable groups that they are valued?

Who/What do you want them to see/hear?

-When people go to your website, who do they see?

-What about your office?

-What do they see as your message as a dean, provost, department chair, or program coordinator?

-What do they see in the syllabus? What is the message?

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COE's Diversity and Inclusion Statement

The SHSU College of Education **supports** an inclusive learning environment where diverse perspectives are recognized as sources of strength and enrichment. We **value** human diversity in all its visible and invisible dimensions including: political views and ideologies, learning and physical ability levels, age, socioeconomic status, language, gender, race, gender identities and expression, ethnicity, sexual orientation, geography, religious and spiritual beliefs, and other characteristics that have historically marginalized people. We **commit** to practicing the cultural responsiveness we expect of the educators, scholars, counselors, and leaders we prepare.

Diversity, Equity and Inclusion

"I believe in including men in the conversation about women, white employees in the conversation about black, Latino and Asian employees, heterosexual employees in the conversation about gay, lesbian and transgender employees, and including all employees in the conversation about disabled, deaf and blind employees. The problem that arises when you try to have a conversation about everyone at the same time is that no one gets heard" (Gordon, 2017).

Gordon, S. (13, September 2017). *Pitting inclusion against diversity*.
https://www.forbes.com/sites/forbescoachescouncil/2017/09/13/pitting-inclusion-against-diversity/#6991f41f4537

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Bustamante, R.M. (2006). The culture audit: A leadership tool for assessment and strategic planning in diverse schools and colleges. *International Journal of Educational Leadership Preparation, 1*(2). 1-5.

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