

Putting equity at the center of educational development work

Wendi Dew, Valencia College
Jonathan Walker, George Washington University

National Summer Institute 2019





Introductions

Name, Role, and Institution

Why you decided to attend this session?





Session Outline

- Setting the context
- Principles and practices for equity-minded professional development
- Equity at the heart of professional development and practice

What comes to mind when you hear....

Diversity

Inclusion

Equity

Think (3 mins.)-Meet a Partner-Share (4 mins.)

Diversity

≠

Inclusion

≠

Equality

≠

Equity

Different

- Ensuring different identities and cultures represented are reflective of the communities and nations in which we live

Every

- Affirmative practices and mindsets that enable participation across identities that make people feel valued

All

- Treating students the same without regard to differences when developing or implementing policies, etc.

Individual

- Policies, practices, procedures, and mindsets that ensures all students have the supports needed to succeed

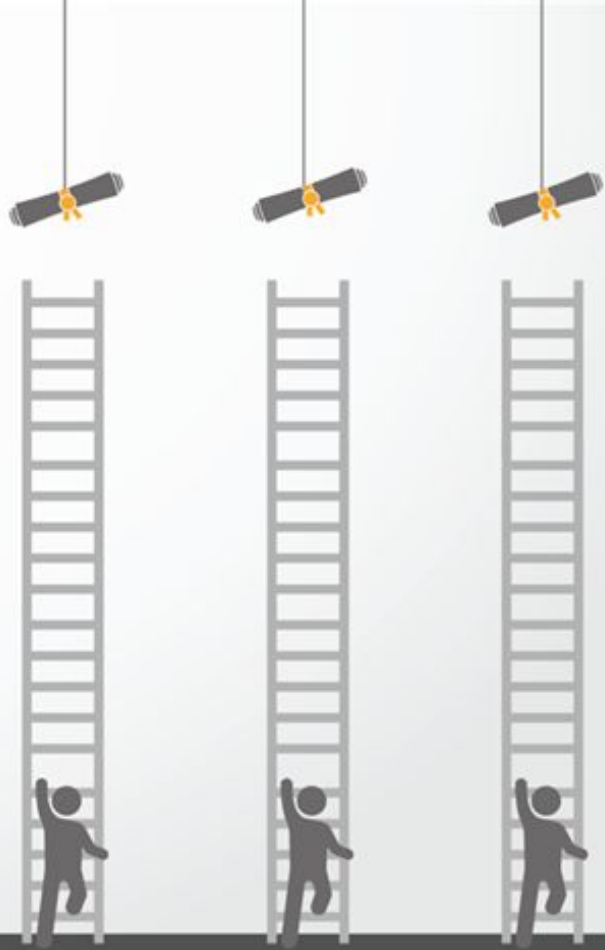


EQUALITY
imagines an
equal world.

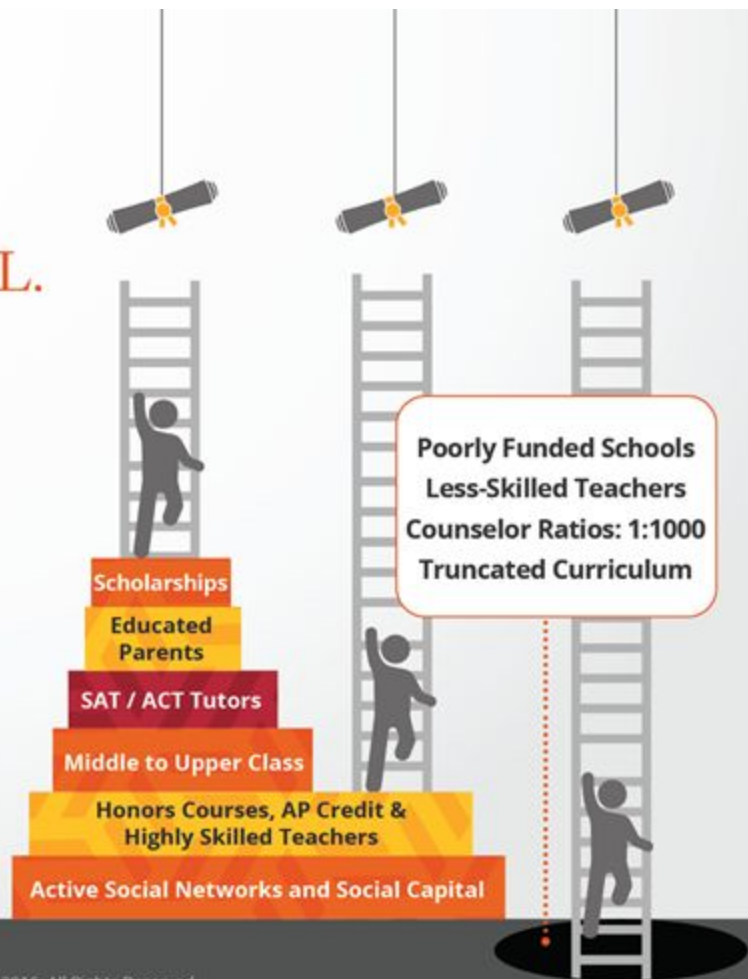
*"I care about all
students equally"*



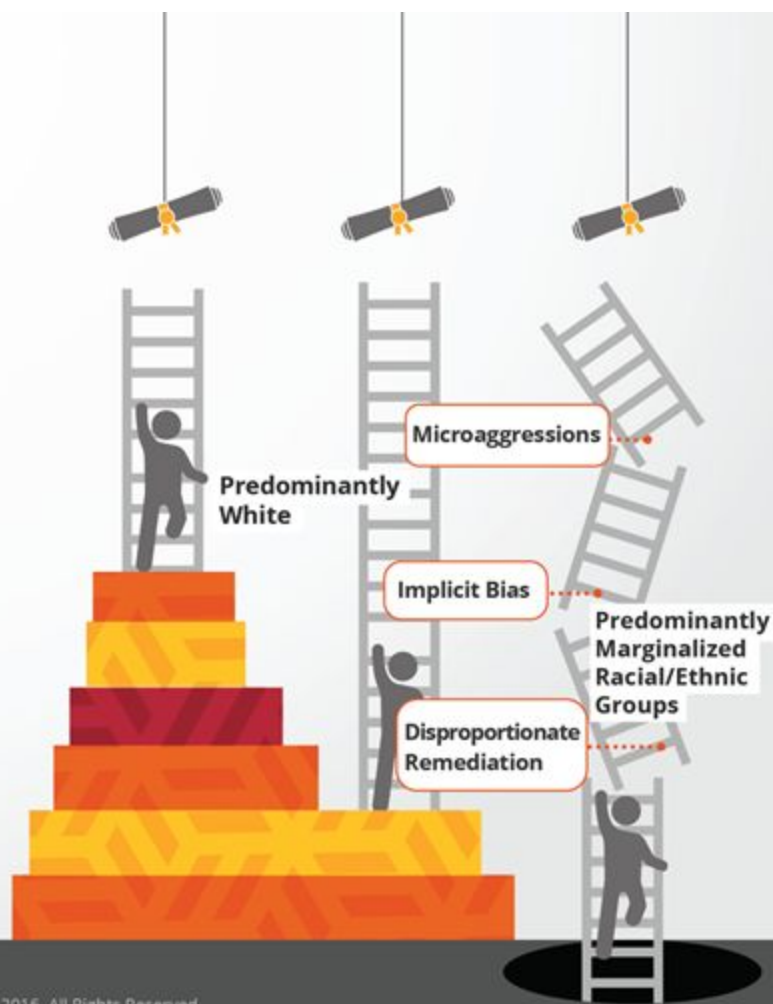
CENTER for URBAN
EDUCATION



But the world
ISN'T EQUAL.



And it has
**BIAS AND
SYSTEMIC
RACISM.**



Within this same picture, a **DIVERSITY** lens focuses only on bringing more students into an unequal pathway.



CENTER *for* URBAN
EDUCATION



Equity Defined

“Equity refers **not just to equal access**, but to **equal outcomes** among all racial and ethnic student groups in institutions of higher education” (AAC&U).

“In contrast to ‘equality’ or ‘identical instruction,’ equity of teaching and outcomes requires that ‘**individual needs** are met and **learning occurs**’ (Morris et al., 2011, 129).

“...Equity **redirects resources** to the pathways with the **greatest need** to **fix barriers** and intentionally provide support” (Center for Urban Education).

Equity in what, for whom?

- **Equity in *access*:** intentionally enrolls students from every racial/ethnic, age, socioeconomic, or gender group to match the community or service area population
- **Equity in *learning*:** ensures faculty provide high quality instruction and learning opportunities in and outside the classroom that reflect differences in students' academic preparation levels, abilities, and cultural backgrounds
- **Equity in *success*:** as the result of policies, practices, procedures and mindset, there are no race- or class-based disparities in completion rates, overall AND in high-wage/high-demand fields and programs of study



Reflecting on the three dimensions of equity (access, learning and success), identify one success and challenge in each dimension.

*10 minutes as a team
10 minutes debrief as a group*

Equity-minded Professional Development

Design Principles

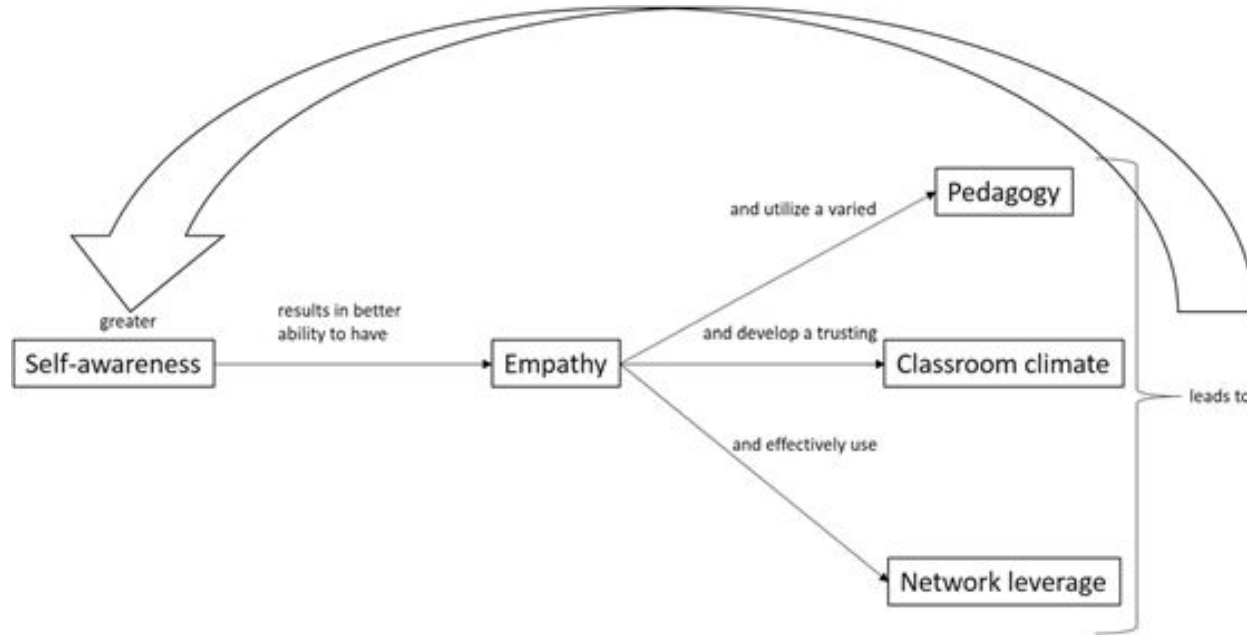
- Grounded in critical reflection
- Inquiry-based; focused on understanding students and community
- Development is sustained and iterative, not one-time or episodic
- Learning in community
- Theory and application to practice
- Meets the learner where they are; embraces everyone at various stages of awareness

Methods

- Reading circles
- Year-long communities of practice
- Inclusive practice charrettes
- Equity walks
- SOTL/Action Research

[Equity-Minded Faculty Development: An Intersectional Identity-Conscious Community of Practice Model for Faculty Learning](#), Kimberly A. Costino

An Inclusive Teaching Model: The Whole Classroom



Deep teaching is the constant, critical reflection practitioners apply to their awareness of self and student, as well as the degree to which this reflection informs practice of an equitable pedagogy. (Dewsbury, 2019)

A Guide for Engaging in Equity Discussions

Four agreements:

- **Stay engaged:** Commitment to remain emotionally, intellectually and socially involved in the dialogue.
- **Expect to experience discomfort:** This norm acknowledges that discomfort is inevitable, especially in dialogue about race, and that participants make a commitment to bring issues into the open. It is through dialogue, even when uncomfortable, that healing and change begin.
- **Speak your truth:** Agreement to being open about thoughts and feelings and not just saying what you think others want to hear.
- **Expect and accept a lack of closure:** This agreement asks participants to expect and accept a lack of closure as there are no quick solutions, especially in relation to racial understanding, which requires ongoing dialogue.



Essential Capacity for Equity Discussions:

Develop skilled facilitation through intentional development and support for colleague facilitators

Consider internal and external facilitation strategies.

Expressions of Equity-Minded Practice: Professional Development, Professional Practice and Institutional Priority



**PEACE AND
JUSTICE INSTITUTE**
All People. All Voices. All Matter.

VALENCIA COLLEGE - WEST & DOWNTOWN CAMPUSES IMPACT PLAN, 2016-2021

STUDENT LEARNING & PROGRESSION

Valencia is a student-ready institution that provides optimal learning experiences and support for all students to achieve equitable outcomes.

GOAL 2: Close the performance gaps in high-enrolled and targeted gateway courses among students from underserved backgrounds to increase their attainment of a credential, certification, or degree.



STRATEGIES

- A Design** a bridge/transition summer program for first-time-in-college students to prepare them for successful completion of college.
- B Create** an academic program and course success review process to foster faculty recommendations and engagement for improving student success.
- C Embed** High Impact Practices such as undergraduate research, experiential learning, common intellectual experiences, capstone projects, recitation hours, and ...
- D Bolster** faculty scholarship of teaching and learning related to culturally responsive/inclusive teaching practices.
- E Strengthen** faculty-to-faculty mentoring Initiatives.
- F Redesign** learning labs and learning support service models.
- G Adopt** a comprehensive "CARE" model of early alert, student mentoring, and learning support services.



Equity at the Center of Professional Development and Practice

Reflection Questions:

- How is equity-minded practice integrated and sustained within professional development?
- Is equity-minded practice/inclusive teaching integrated within the role, evaluation, tenure, and promotion of faculty? AND/OR the performance evaluation of staff ?
- How does your institution make equitable student outcomes visible and valued?

[Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning, AAC&U](#)