Designing Equity Focused College’s for Today’s Students
J. Luke Wood, Ph.D.

Pronouns: He/Him/His

Associate Vice President for Academic Affairs
Chief Diversity Officer
Dean’s Distinguished Professor of Education

San Diego State University
Indigenous Residence: Kumeyaay

luke.wood@sdsu.edu
Adela de la Torre
President of San Diego State University
Resolution to Require Academic Units to have a Diversity Plan (Amended after Senate Meeting on 2/6/18)

LET IT BE RESOLVED, that San Diego State University creates a campus-wide diversity plan and that all academic and administrative units/divisions also create individual diversity plans that are congruent with the University plan. The University shall provide training and support for developing these plans. This requirement shall be in place by the year 2020.

- Timeline
- Importance
- Support
What are some of the challenges?
Hostile Campus Racial Climates

- Rise in Hate in the Era of Trump
  - Faculty members showing up to graduation with “Make America Great Again” hats.
  - Hate propaganda (fliers, posters, speech).
Housing Insecurities
Percentage of students by race and gender with housing insecurities, CCSM 2018
Food Insecurities
Percentage of students by race and gender with food insecurities, CCSM 2018

- White
- Asian
- Hmong
- Filipino
- African American
- Mexicano
- Central American
- South American
- Multiethnic
EXECUTIVE SUMMARY FIGURE 7: Campus Faculty and Leadership Diversity at the California Community Colleges, by Race and Ethnicity, 2016-17

Sources: CCCCQ Data Mart and individual campus websites, 2016
Note: Numbers will not always add up to 100% since these charts do not include “Other” or “Unknown” categories.
Culturally Relevant Teaching

Connecting the curriculum to the lives and cultures of students (empowering) (countering)

• Address bias and stereotypes

• Recognize intellectual contributions of diverse people.

• Connect rigorous course content to themes that are relevant to the lives, issues, and experiences of students.

• Employ content that expresses differing viewpoints on the same topic.
Validating Messages

Messages of encouragement that affirm students’ abilities and effort.

Practices that validate students in tangible and task specific ways:

- Work ethic
- Resilience
- Intelligence
- Engagement

“you have the ability to do the work”
“you will succeed in college”
“keep working hard, you got this”
“I believe in you”
Intrusive Relationships and Teaching

Being intrusive in building relationships and providing support

**Directly targets concerns around help-seeking**

- Facilitate connections with colleagues for support services and resources
- Proactively provide academic support and guidance for students who are underperforming
- Require the use of supplemental academic supports
- Require conferencing, one-on-one or in small groups
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?

**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 us to hire diverse faculty. I mean, I’m not against that or anything – I’m just want to make sure that we maintain quality.”

**INSTABILITY:** We had an amazing Dean of Education who was an equity champion, but she left to be provost at another college.”

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

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

**EXCEPTIONALISM:** “We aren’t like the other colleges in the State. We have the highest rate of students continuing into high quality graduate programs.”
### Taxonomy of Educators’ Perspectives

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Harris III & Wood
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Taxonomy of Educators’ Perspectives

- Don’t know what to do (DK)
- Know what to do (K)
- Willing to employ practices (W)
- Unwilling to employ practices (UW)
- When actions are motivated by a sense of guilt rather than to empower

The Savior Complex

The Oblivious
- The Resisters
- The Defiant

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- The Oblivious
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When a commitment to equity is superseded by one’s desire to elevate themselves and their career

Grandstanding

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<th>Type</th>
<th>Goal</th>
<th>Timeline</th>
<th>Mechanism</th>
<th>Delivery</th>
<th>Motivation</th>
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<td>The Choir</td>
<td>Empower</td>
<td>1-2 mo.</td>
<td>Email, Fliers</td>
<td>Voluntary, Flexible</td>
<td>Intrinsic and Affirmation-Based</td>
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<tr>
<td>The Allies</td>
<td>Educate</td>
<td>2-4 mo.</td>
<td>Direct Referrals, Phone Calls, Emails with Follow-ups</td>
<td>Voluntary, Flexible but convenient</td>
<td>Social Justice, Equity-Based, Moral Arguments</td>
</tr>
<tr>
<td>The Oblivious</td>
<td>Enlighten</td>
<td>1-6 mo.</td>
<td>Personal conversations, conveying humility</td>
<td>Voluntary, Flexible but convenient</td>
<td>To Save (i.e., “they have the answer), Guilt, Public Image</td>
</tr>
<tr>
<td>The Resisters (Passive)</td>
<td>Encourage</td>
<td>3-12 mo.</td>
<td>Department Meetings, Convocation, All Faculty Days</td>
<td>Intrusive, Direct</td>
<td>Compliance, Funding, Organizational Priority, Recognition, Tenure, Release Time</td>
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<tr>
<td>The Resisters (Active)</td>
<td>Redirect</td>
<td></td>
<td></td>
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Culture eats strategy for breakfast.

— Peter Drucker
Institutional Equity Taxonomy

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THE COMMUNITY COLLEGE EQUITY ASSESSMENT LAB
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
- Professional Development
- Data Disaggregation
- Equity-Minded Hiring Practices
- Food Pantries
- Supplemental Instruction
## Institutional Equity Taxonomy

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<th>Equity Deprived Culture (DC)</th>
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<td>Conventional College</td>
<td>People’s College</td>
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<tr>
<td>Colonial College</td>
<td>Unintentional College</td>
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How to Advance Equity

• **Assess** the institution’s disposition towards equity
• **Align** strategies with culture
• Foster an **incentive-based** structure for buy-in
• **Embed** efforts within a policy infrastructure
How to Advance Equity

• Develop a transparent **vision** for the campus culture
• Engage in **strategic messaging** to align values and priorities
• Embed **tangible** indicators of equity through the institution
• Create shared **accountability** for a commitment to equity
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