



**CPE: 2020 Higher
Edquity
Symposium
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**RACIAL EQUITY: A VIABLE APPROACH TO
STUDENT SUCCESS**

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FOCUS OF TODAY

Objectives:

Develop a common understanding of education equity and racial equity.

Why assess racial equity on your campus?

How do we create a racial equity culture?



How do you define equity in education?

In **education**, the term **equity** refers to the principle of fairness. ... Inequities occur when biased or unfair policies, programs, practices, or situations contribute to a lack of equality in **educational** performance, results, and outcomes



EQUITY LITERACY

Equity literacy is comprised of the skills and dispositions that enable faculty, staff and leaders to recognize, respond to and redress conditions that deny some students access to the educational opportunities enjoyed by their peers.

Gorski, 2015

Equity Literate Educators

Equity literate educators recognize and draw upon the resiliency and other funds of knowledge accumulated by poor and students of color and reject deficit views that focus on fixing disenfranchised students rather than fixing the things that disenfranchise students

Examining equity from our current situation!

We are all in the same STORM but situated differently.



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Why focus on Racial Equity?



To disrupt and eliminate systemic inequities on college campuses, e.g.,

- Graduation Rates
- Recruitment
- Retention
- Representation-
Diverse Staff & Faculty
Leadership



Guiding Questions:

What is your initial reaction to the video?

What is the connection between “bias” in pre-school and college success for African American males?

Self-Fulfilling Prophecy

Stereotype Threat

Imposter Phenomenon



Race Equity (n): The condition where one's race identity has no influence on how one fares in society.



RACIAL EQUITY

Race Equity Culture (n):
One that is focused on
proactively counteracting
race inequities inside and
outside of an
organization (Colleges &
Universities)



RACIAL EQUITY

Racial equity is about applying justice and a little bit of common sense to a system that's been out of balance. When a system is out of balance, people of color feel the impacts most acutely, but, to be clear, an imbalanced system makes all of us pay."

*President Glenn Harris
Center for Social Inclusion*





DEEPER DIVE:

Racial Equity Duality,

Racial Equity as an outcome, we achieve racial equity when race no longer determines one's socioeconomic outcomes; when everyone has what they need to thrive, no matter where they live.

Racial Equity as a process, we apply racial equity when those most impacted by structural racial inequity are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives.

Center for Social Inclusion

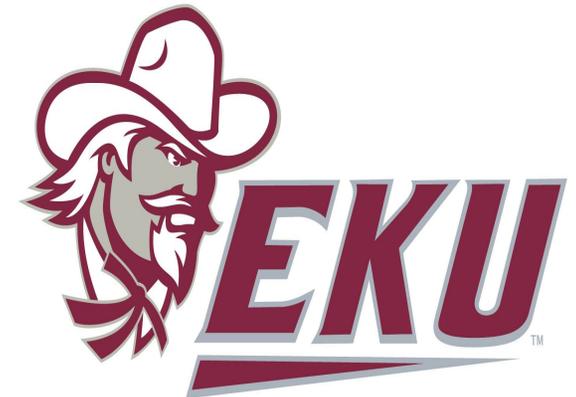
BUILDING A RACE EQUITY CULTURE ON COLLEGE CAMPUSES:

Race Equity Culture — one that is focused on proactive counteraction of race inequities inside and outside of an organization. Building a Race Equity Culture is the foundational work when organizations seek to advance race equity; it creates the *conditions* that help us to adopt anti-racist mindsets and actions as organizational readiness.



RACE EQUITY CULTURE

In a **Race Equity Culture**, universities and colleges are focused on *systems* to improve race equity. The primary goal is *integration of a race equity lens* into all aspects of an organization. This involves internal and external systems change and regularly administering a race equity assessment to evaluate processes, programs, **policies** and operations.



Pittsburgh Walk-Through: Race Equity Work

1. What are you doing?

2. Why are you doing?

3. Is it good work?

4. How do you know its good work?

RACE EQUITY: INSTITUTIONAL FOCUS

Commit:

to understanding and speaking publicly on principles of race equity, and how they apply in the institutional context.

Disaggregate:

staff engagement, performance, compensation, and promotion/retention data by race at all staff levels. Hold yourself and leadership accountable for this work.

Engage staff and communities of color to inform governance, decision making, and execution across organizational processes.



GETTING STARTED ON BUILDING A RACE EQUITY CULTURE: SENIOR LEADERSHIP

Establish a shared vocabulary. Create a common language around race equity work (Common Language).

Identify race equity champions at the board and senior leadership levels. Choose individuals who can influence the speed and depth at which race equity is embraced by the organization (Common Values)

Name race equity work as a strategic imperative.³ Demonstrate how it connects to the organization's mission, vision, organizational values, and strategies.

(Common Messaging)

Open a continuous dialogue about race equity work. Cultivate opportunities for colleagues to learn about and discuss race and race equity. (Common Conversations)

Disaggregate data. This is the most effective way to identify inequities and outcomes gaps both internally (e.g., graduation rates, diversified staff, promotion & tenure, representation).

Building a Race Equity Culture requires a nuanced approach rooted in an understanding of the history and context of structural racism. While each organization's journey is unique, our research suggests that all organizations undergo three stages of change.

- **Awake:** increased *representation* in organizations, focused on increasing the number of people of different race backgrounds.
- **Woke:** greater *inclusion*, aimed at internal change in behaviors, policies, and practices so that everyone is comfortable sharing their experiences and equipped to talk about race inequities.
- **Work:** consistent *application* of a race equity lens to examine how organizations and programs operate.

Examples of Levers in Practice

Awake: Aligned to its mission of inspiring and supporting leaders to engage within their communities to end the injustice of educational inequity, disaggregated program data to identify how many people of color participated in external leadership programs about running for elected office.

Woke: developed talking points for its leadership to spark conversation among staff at the onset of the organization's race equity work. Prompts such as "How can we be allies in this work?" helped to initiate conversation around specific themes, rather than the awkward silence that can follow more abstract questions.

Work: Leadership for Educational Equity expanded a pilot executive coaching program to a longer-term investment to support executives' leadership in race equity work.



WHERE DOES YOUR INSTITUTION LAND?

	PERSONAL BELIEFS & BEHAVIORS	POLICIES & PROCESSES	DATA
AWAKE	Believe diverse representation is important, but may feel uncomfortable discussing issues tied to race	Place responsibility for creating and enforcing DEI policies within HR department	Have started to gather data about race disparities in the populations they serve
WOKE	Prioritize an environment where different lived experiences and backgrounds are valued and seen as assets to teams and to the organization	Take responsibility for a long-term change management strategy to create a race equity culture, which includes having a critical mass of people of color	Disaggregate internal staffing data to identify areas where race disparities exist, such as compensation and promotion, then analyze that data to find root causes of race disparities
WORK	Model a responsibility to speak about race, dominant culture, and systemic racism both inside and outside the organization	Show a willingness to review personal and organizational oppression; identify organizational power differentials and change them by exploring alternative leadership models, such as shared leadership	Can illustrate, through longitudinal outcomes data, how their efforts are impacting race disparities in the communities they serve

**HOW DO YOU KNOW?
RACIAL EQUITY IMPACT
ASSESSMENT?**

RACIAL EQUITY IMPACT ASSESSMENTS:

A Racial Equity Impact Assessment (REIA) is a systematic examination of how different racial and ethnic groups will likely be affected by a proposed action or decision.

REIAs are used to minimize unanticipated adverse consequences in a variety of contexts, including the analysis of proposed policies, institutional practices, programs, plans and budgetary decisions.

The REIA can be a vital tool for preventing institutional racism and for identifying new options to remedy long-standing inequities.

WHY ARE THEY NEEDED?

REIAs are used to reduce, eliminate and prevent racial discrimination and inequities.

The persistence of deep racial disparities and divisions across society is evidence of institutional racism — the routine, often invisible and unintentional, production of inequitable social and educational opportunities and outcomes.

When racial equity is not consciously addressed, racial inequality is often unconsciously replicated.

WHEN SHOULD THEY BE CONDUCTED?

REIAs are best conducted during the decision-making process, prior to enacting new proposals. They are used to inform decisions, much like environmental impact statements, fiscal impact reports and workplace risk assessments. REIAs can also be used as a strategy to review the work of the organization, such as:

- Policies and practices
- Budgets
- Hiring Process
- Communications, messaging and media

REIA QUESTIONS TO CONSIDER:

- 1. IDENTIFYING STAKEHOLDERS** – Which racial/ethnic groups may be most affected by and concerned with the issues related to the work?
- 2. ENGAGING STAKEHOLDERS** – Have stakeholders from different racial/ethnic groups — especially those who may be adversely affected — been informed, meaningfully involved and authentically represented in the development of this work? Who’s missing and how can they be engaged?
- 3. IDENTIFYING AND DOCUMENTING RACIAL INEQUITIES** – Which racial/ethnic groups are currently most advantaged and most disadvantaged by the issues this work seeks to address? How are they affected differently? What quantitative and qualitative evidence of inequities exists? What evidence is missing or needed?
- 4. EXAMINING THE CAUSES** – What factors may be producing and perpetuating racial inequities associated with this issue? How did the inequities arise? Are they expanding or narrowing? Does the work address root causes? If not, how could it?

REIA QUESTIONS TO CONSIDER:

5. CLARIFYING THE PURPOSE – What does the work seek to accomplish? Will it reduce disparities or discrimination?

6. CONSIDERING ADVERSE IMPACTS – What adverse impacts or unintended consequences could result from this policy? Which racial/ethnic groups could be negatively affected? How could adverse impacts be prevented or minimized?

7. ADVANCING EQUITABLE IMPACTS – What positive impacts on equality and inclusion, if any, could result from this proposal? Which racial/ethnic groups could?

A MOMENT OF CLARITY

A MOMENT OF CLARITY

I learned that...

I realized that...

I was pleased that...

I was not aware of...



RESOURCES:

info@equityinthecenter.org

[Woke @ Work Blog](#)
[Awake to Woke to Work](#)

"Diversity & Inclusion Definitions," University of Manitoba: Human Resources Diversity Inclusion, 2017, http://umanitoba.ca/admin/human_resources/equity/5804.html.

Tema Okun, "White Supremacy Culture" (bookdRworks, February 2018), <http://www.dismantlingracism.org/white-supremacy-culture.html>.

Julie Nelson and Lisa Brooks, "Racial Equity Toolkit: An Opportunity to Operationalize Equity" (Local and Government Alliance on Race & Equity, December 2016), <https://www.raciaequityalliance.org/resources/racial-equity-toolkit-opportunity-operationalize-equity/>.