



Social Justice & Equity in Higher Education: Disrupting Performative Equitable Practices

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Workshop Objectives

1

Justice and Equity in
Higher Education.

2

Performative &
Transformative
Practices

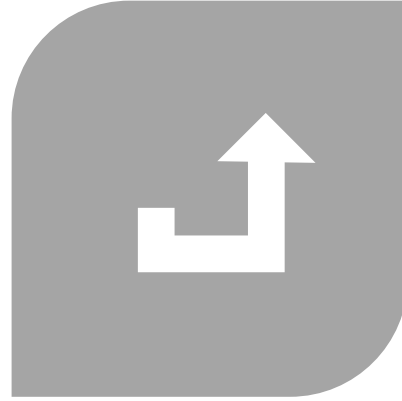
3

Equity Infrastructure

MAKE YOUR APPOINTMENT



CONTEXT



BEFORE



CONTENT

OPEN MIC





“Many of our marginalized students are having a **Transactional** experience on college campuses versus a **Transformative** experience”



“When someone with the authority of an educator, administrator or practitioner describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.”

Adrienne Rich

Common Language

Social Justice

Equity

Racial Equity

Common Language

Social Justice in higher education means creating teaching and learning environments that support all students equitably without regard to race-ethnicity, gender identity, religion, sexual orientation, learning potential, etc.

Common Language

Equity in higher education means developing solutions that address the barriers faced by students, specifically those from marginalized backgrounds on college campuses.

The concept of **equity** goes further than equality and includes **needs-based support** to level out relative disadvantage.

Equity is the Process



Equality is the Outcome

COVID 19

SOCIAL
INJUSTICES

ECONOMIC
STRAIN

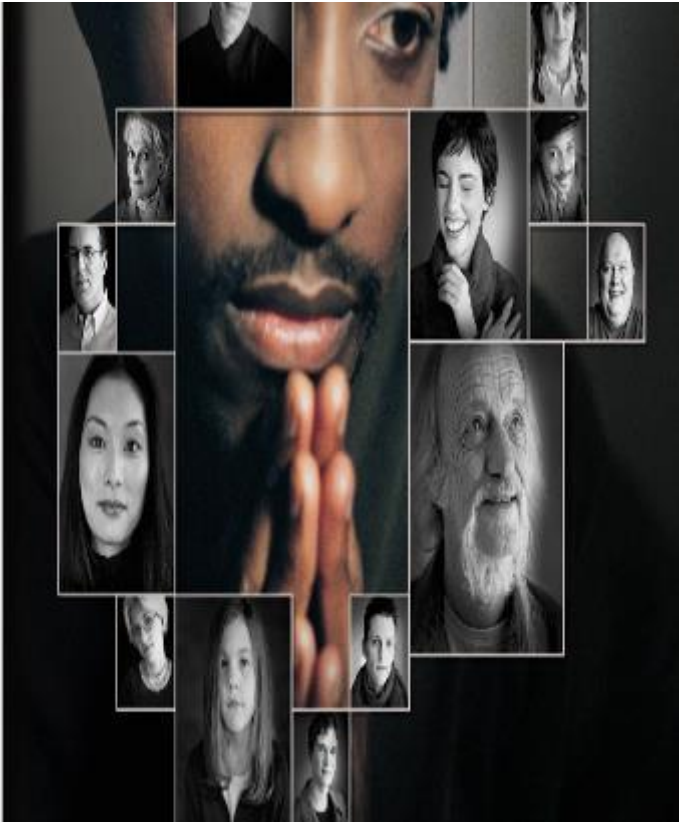
TRAUMA

We are all in the
same **STORM** but
situated differently.



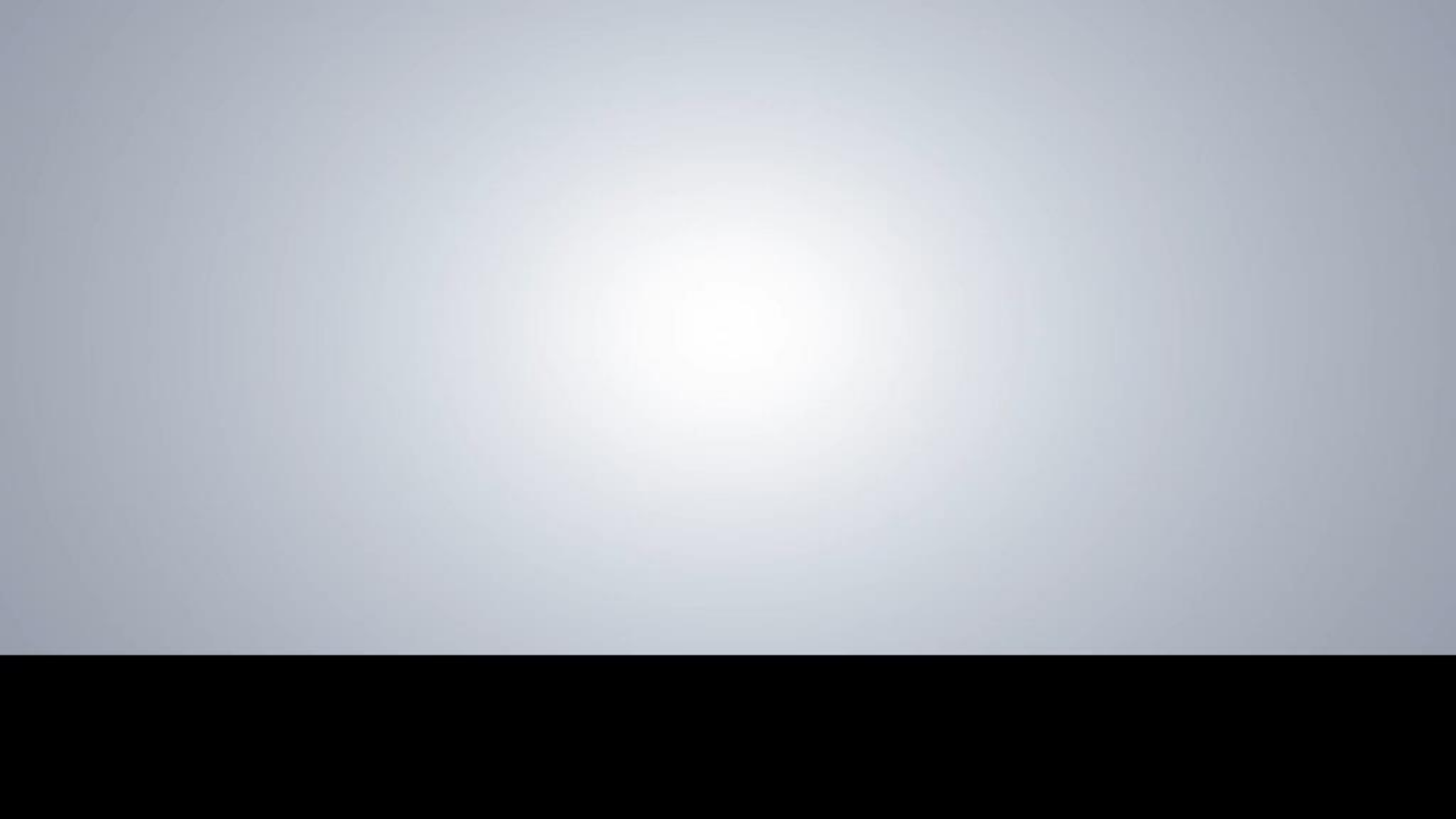
Common Language

Racial Equity(Outcome & Process)



Racial Equity as an outcome, we achieve racial equity when race no longer determines a student's academic outcomes; when everyone has what they need to thrive, no matter their circumstances.

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



TURN & TALK



Performative Activism (Practice)

What are Performative DEI Practices?

Performative DEI practices are used to convey a commitment to diversity, equity, and inclusion; however, often neglects to assign a policy, action, or person(s) designed to bring about equity and inclusion on college campuses.

Performative practices are ritual social practices that are enacted over time to avoid potential litigation or scrutiny from **consumers** or **stakeholders**.



What is Performative behavior?

Performative behavior is **an action taken specifically with an audience in mind, to elicit a response or reaction.**

Diversity, Equity and Inclusion

PERFORMATIVE



TRANSFORMATIVE



How do we move from performative to transformative DEI practices on campuses?

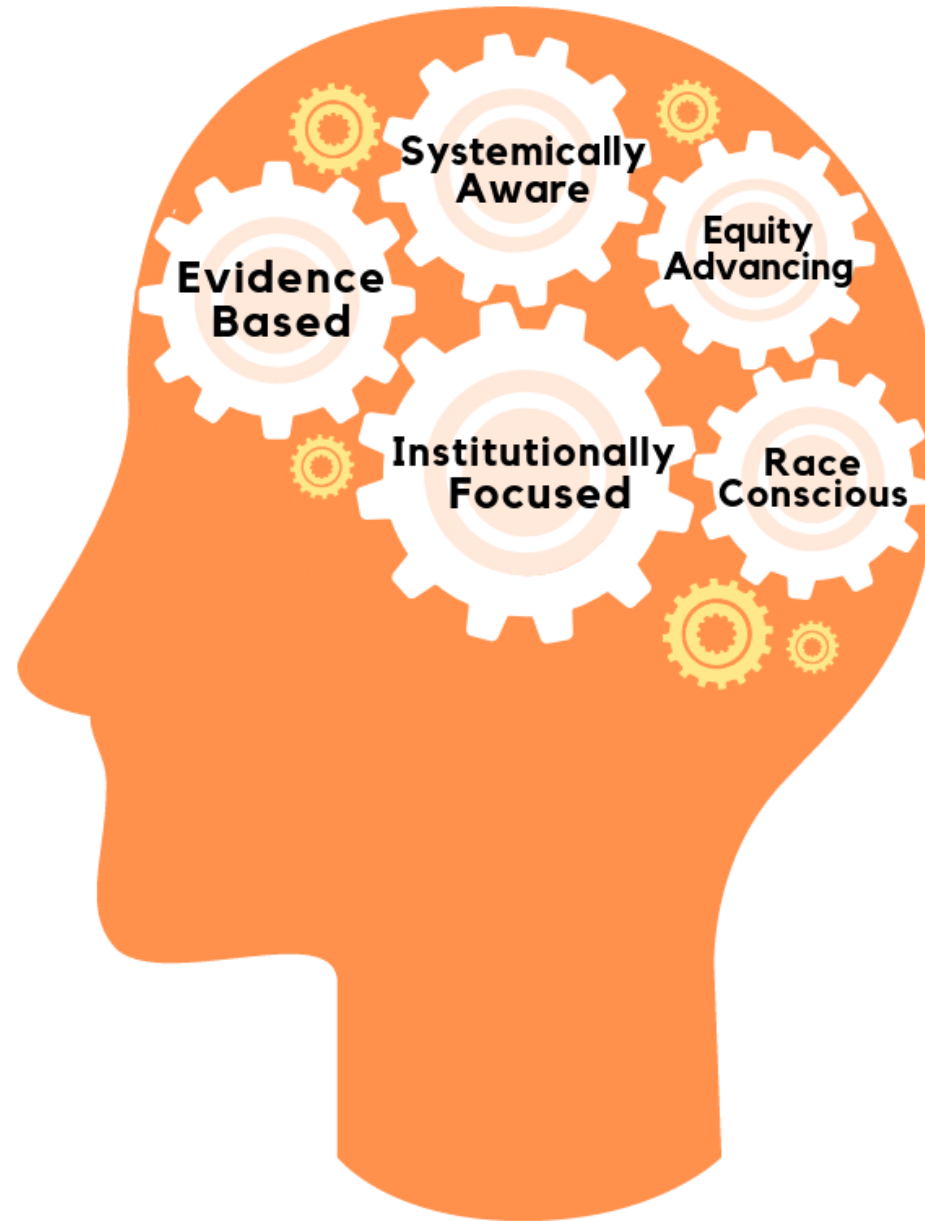
TRANSFORMATIVE PRACTICES

1. Elevate Equity
2. Create an Equity Infrastructure
3. Create an Equitable Institutional Culture



**ELEVATE
EQUITY**

Equity Mindedness



What is Equity-Mindedness?

The term “Equity-Mindedness” refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes.

These practitioners are willing to take personal and institutional responsibility for the success of their students, and **critically reassess their own practices**. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in education.

EQUITY-MINDED PRACTICES, POLICIES AND MINDSETS ARE...



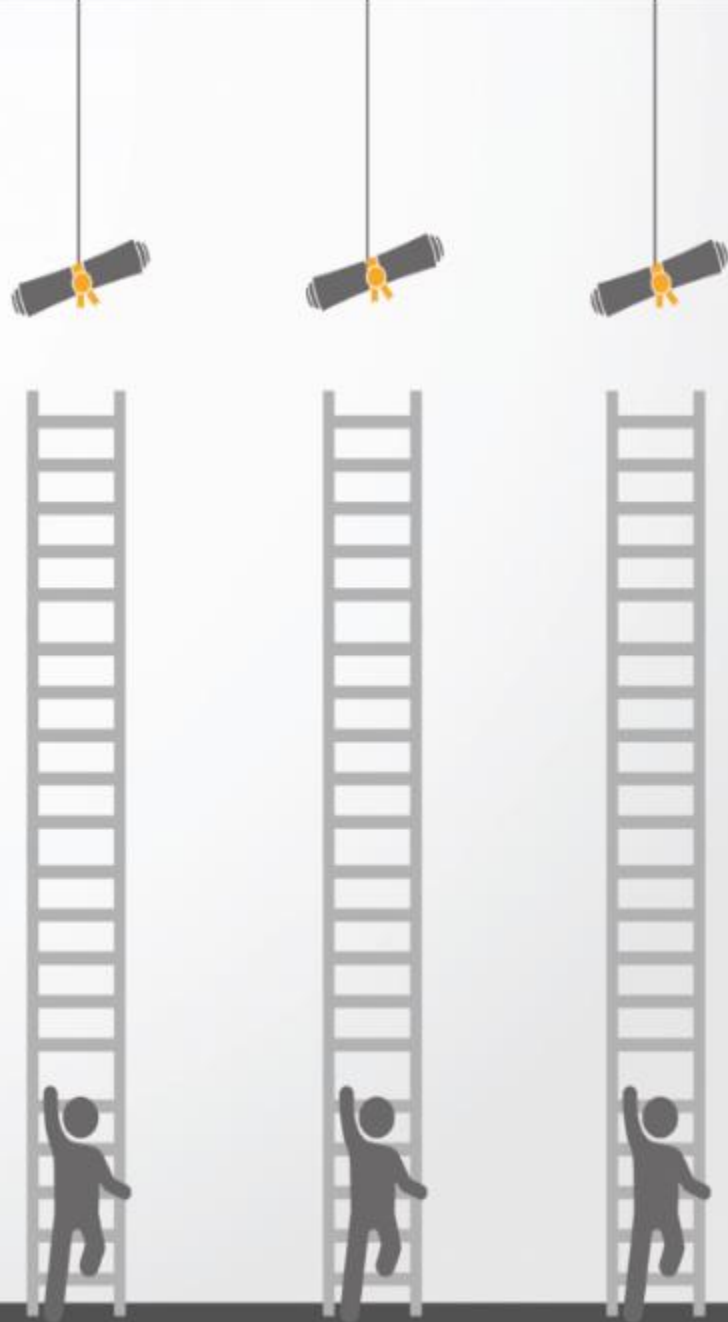
EQUALITY

imagines an
equal world.

*"I care about all
students equally"*

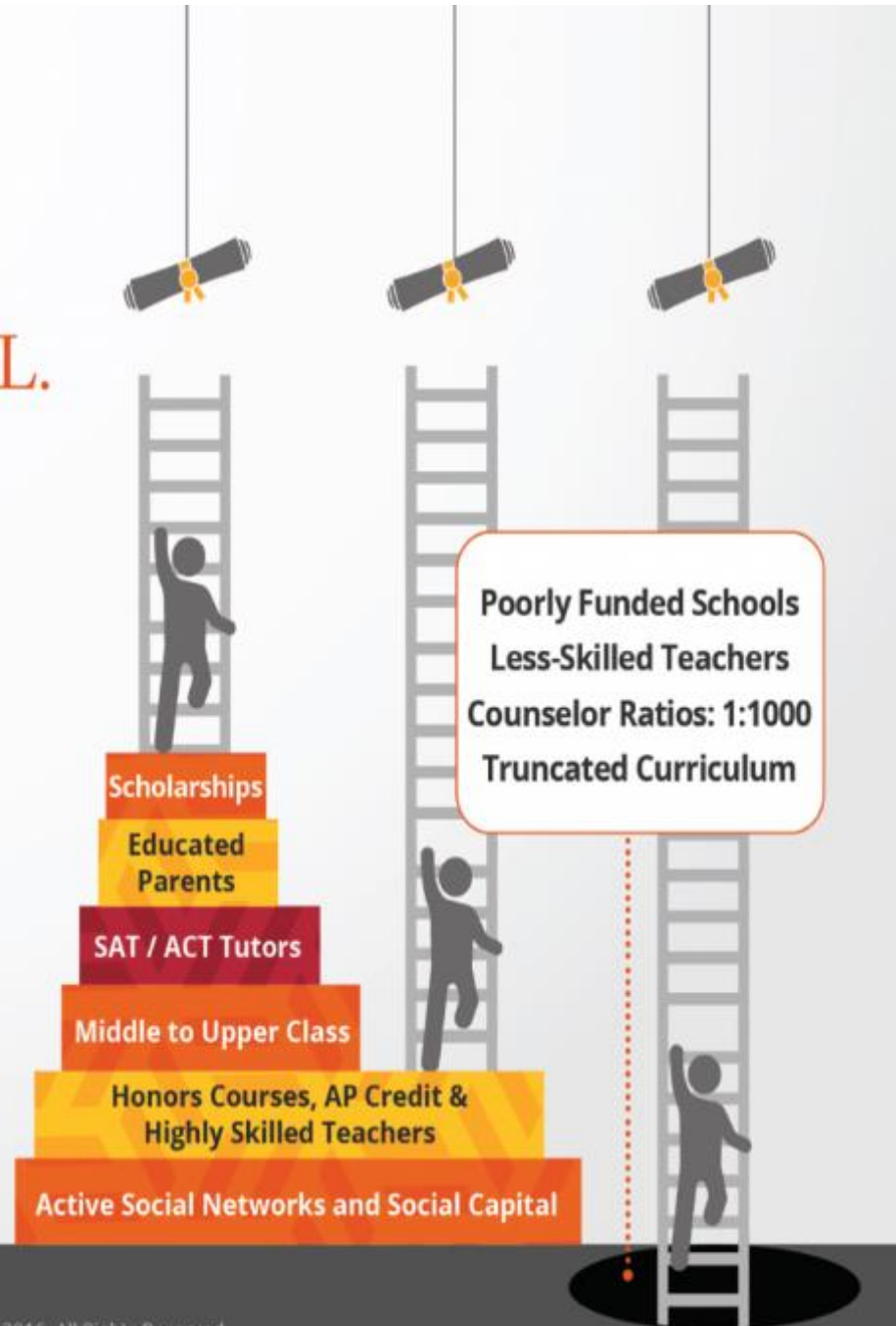


CENTER *for* URBAN
EDUCATION



Many of us like to think we live in a world where if we treat all people equally, they will have the opportunity to succeed. If we all just work hard, we will have everything we need to succeed (**meritocracy**).

But the world
ISN'T EQUAL.



But the world isn't equal, because individuals are born into varying sets of circumstances with varying privileges (**intersectionality**).

Person 1 may be born into a family that is middle class, while **Person 2** is born into a family that is lower socioeconomic class.

Through no doing of their own, **Person 1** has built-in privileges that Person 2 does not.

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



As we work to increase diversity in our institutions, we cannot forget to implement equity and inclusion.

In contrast, **EQUITY** redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.



An equitable institution will examine resource distribution to ensure those resources are allocated to the communities who have the greatest need.

They will provide extra support to those communities have been served least well by existing systems.

Equity-minded individuals are aware of the socio-historical context of exclusionary practices and racism in higher education and the impact of power and privilege.

- Color-conscious (as opposed to color-blind) in a critical sense.** Being color-conscious means noticing and questioning patterns of educational outcomes that reveal unexplainable differences in outcomes for minoritized students (Gillborn 2005); it means viewing inequalities in the context of a history of exclusion, discrimination, and educational apartheid.
- Aware that beliefs, expectations, and practices assumed to be neutral can have outcomes that are racially disadvantageous.** Racial disadvantage is created when unequal outcomes are attributed to students' cultural predispositions or when practices are based on stereotypical assumptions about the capacity, aspirations, or motives of minoritized populations (Bensimon 2012).
- Willing to assume responsibility for the elimination of inequality.** Rather than viewing inequalities as a natural catastrophe (Coates 2015), equity-minded individuals allow for the possibility that inequalities might be created or exacerbated by taken-for-granted practices and policies, inadequate knowledge, a lack of cultural know-how, or the absence of institutional support—all of which can be changed.
- Aware that while racism is not always overt, racialized patterns nevertheless permeate policies and practices in higher education institutions.** When policies have a disproportionate impact on students of color, they have the effect of maintaining racial hierarchies.”

EQUITY MINDEDNESS

Institutionally focused • Focused on remediating the institution's actions rather than students' actions alone.

Critically Race Conscious • Pay attention to whether students from historically underrepresented racial/ethnic groups are participating, feel welcome, and succeed on your campus.

Systemically Aware • Focus on remediating the institution's actions rather than students' actions alone (deficit mindset).

Evidence-Based • Are informed by disaggregated data and/or qualitative inquiry findings.

Action-Oriented • Takes action to eliminate inequity.



Why do some DEI plans flounder?

First, racially minoritized faculty and staff are expected to coordinate and implement DEI plans, but the work is often not aligned with their roles and responsibilities. Patel says, “They’re asked to take it on simply because of their perceived identity.” That leads to burnout, turnover, and a loss of momentum for the DEI plan.

Why do some DEI plans flounder?

Second, the faculty and staff made responsible for a DEI plan often have not been provided the training they need to execute a strategy. Their lack of experience and opportunities for development create a lack of confidence.

Why do some DEI plans flounder?

Third, the people asked to take on DEI strategic plans are often not in positions of power and don't have the resources to push initiatives forward.

Equity Infrastructure



Equity Infrastructure

Equity Plan

Equity Assessment

Equity Policy

Equity-Professional Development

Equity Scorecard

Creating an Equitable Institutional Culture



If you intend to introduce a change (an initiative, program etc.) that is incompatible with the organization's culture, you have only three choices: modify the change to be more in line with the existing culture, alter the culture to be more in line with the proposed change, or prepare to fail.

David Salisbury & Daryl Conner

TURN & TALK



Comments

Thoughts

Pittsburgh Walk-Through

(Ensuring Systemic Equitable Practices)

1. What are you doing?
2. Why are you doing it?
3. Is it good work?
4. How do you know its good work?

Establishing an Equitable Culture

Equitable Culture

Establish a shared vocabulary. Create a common language around Equity work (**Common Language**).

Identify Equity champions in your school.

Choose individuals who can influence the speed and depth at which equity is embraced by the school (**Common Values**)

Name Equity work as a strategic imperative.³ Demonstrate how it connects to the school's mission, vision, values, and strategies. (**Common Messaging**)

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

Disaggregate data. This is the most effective way to identify inequities and outcome gaps (e.g., graduation rates, student achievement, discipline, representation). (**Common Practices**)

Building an Equitable Culture: While each campus' journey is unique, research suggests that all campuses undergo three stages of change.

- **Awake:** increased *representation* on the campus, 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 inequities.
- **Work:** Regularly examine campuses policies, practices, programs, personnel through an equity lens to ensure student success.

TURN & TALK



Comments

Thoughts

TAKE-A-WAYS

A Moment of Clarity

- I learned that ...
- I realized that ...
- I was pleased that ...
- I was not aware of ...

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