

Guidance Document to Accompany Annual Career Planning

In April of 2018, Dean David Monk emailed the College of Education community alerting us to the need to improve our efforts to foster diversity and inclusion for students who are members of racially and ethnically minoritized groups. At the Fall 2018 College meeting, further information clarified that a group of students mainly comprised of students of color met with the deans to highlight their damaging experience of a persistently negative racial climate in our classrooms and programs. Consistent with our College's commitment to diversity, equity, and inclusion, an Equity Team was formed and racial equity has been prioritized for attention in Career Conference conversations.

As you plan your contributions to this effort in the coming year, the Equity Team would like to share the following summary information as an initial resource for professional learning and development. It is only one of many resources our College's faculty and staff can draw on to collectively develop an anti-racist, equity-minded inclusive practice. This document (see p. 2) also provides examples of practices that promote diversity and inclusion broadly among other groups who have been historically marginalized in higher education. The well being of other marginalized groups remains of central concern to us as well.

What is equity-minded and inclusive practice? What does it look like as a “standard of practice”?

Educational leaders who adopt equity as a standard of practice advance higher education's responsibility to promote the public good.

Equity-mindedness¹ is characterized by being:

- Conscious of race in an affirmative sense;
- Aware that one's own knowledge, beliefs, and practices—even if they are intended to be race-neutral—can disadvantage students of color;
- Responsible for eliminating inequities by changing practices;
- Aware that racialized patterns may be embedded in institutional policies and practices that perpetuate inequitable educational outcomes.

Cultural inclusivity² adds to equity-mindedness the idea that:

- All students, regardless of their background, are capable of excelling academically;
- Instructors are responsible for fostering learning environments that support students' learning and for maintaining equitable relationships with all students;
- The knowledge and experience that students bring into the classroom should be heard, valued, and engaged in meaningful ways;
- Students' capacities to act as social change agents to address racial inequities should be fostered in college.

Relatedly, the term “equity pedagogies” refers to “teaching strategies and classroom environments that help students from diverse racial, ethnic, and cultural groups attain the knowledge, skills, and attitudes needed to function effectively within, and help create and perpetuate, a just, humane, and democratic society” (Banks & Banks, 1995, p. 152)³. Curricula that incorporate equity pedagogies are described as “culturally sustaining” (Ladson-Billings, 2014; Paris, 2012).⁴

¹ Bensimon, E. M. (2012). The Equity Scorecard: Theory of change. In E. M. Bensimon & L. Malcom (Eds.), *Confronting equity issues on campus: Implementing the Equity Scorecard in theory and practice* (pp. 17-44). Sterling, VA: Stylus.

² Term derived from concepts adapted from culturally responsive, culturally relevant, or culturally inclusive pedagogy. See, for one key reference, Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.

³ Banks, C. A. M., & Banks, J. A. (1995). Equity pedagogy: An essential component of multicultural education. *Theory Into Practice*, 34(3), 152-158.

⁴ Ladson - Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the Remix. *Harvard Educational Review*, 84(1), 74-135.
Paris, D. C. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41, 93-97.

Contributions toward equity-minded and inclusive teaching, research and service

The rubric below offers *examples* of possible faculty contribution to equity and inclusion. In developing goals and a plan for individual engagement with diversity, equity, and inclusion we note that an individual, depending on their position and sphere of activity, may become active in one of these areas (and not others). In other words, it is not expected that each faculty member contributes in all areas or levels of impact. In writing goals and an activity plan for equity and inclusion it is expected that activity be connected to a specific and desired result and that these be articulated as part of the goal or process to achieve a goal.

| | Individual impact: Equity work with individual students, faculty, community members or organizations | Programmatic impact: Equity work establishing or providing significant leadership to a formalized program | Institutional impact: Contributing to efforts that strengthen institutional policy or practice |
|-----------------|---|---|--|
| RESEARCH | *Research agenda incorporates equity and inclusion issues and/or diversity in investigations (e.g. Faculty member explores published literature and the specific experience of diverse individuals in their study/participant group) | *Leading or participating in a research group that addresses equity and inclusion with goals of expanding research agendas (e.g. Faculty member leads a research group on gender and workforce education) | *Establishing or supporting the creation of new academic initiatives or adding to existing programs (e.g. Faculty launch a disability studies research initiative) |
| TEACHING | *Efforts toward learning and enacting equity, diversity and inclusion in undergraduate and graduate teaching and mentoring practices (e.g. Faculty member develops instructional materials to incorporate themes of equity and inclusive practices in introductory courses) | *Participating in a disciplinary mentorship, community of practice or inquiry group focused on mitigating equity gaps in curriculum (e.g. Faculty participates in professional development to learn to analyze disaggregated data to identify equity gaps in their programs and makes changes to courses and curricula) | *Assessing and rethinking academic program, course or graduate specialization focused on equity (e.g. Developing new sites for student field experience, internships or engaged scholarship related to equity and inclusion) |
| SERVICE | *Work with diverse groups of individual students and/or organizations on and off campus (e.g. faculty offers workshop or training to community or school-based group related to equity, diversity or inclusive practices) | *Initiate or participating in program building efforts (e.g. Participate with or support LGTBQA student group to educate or advocate) | *Creation or leadership role in program or outreach extending outside of college community and its constituencies (e.g. faculty member initiates outreach to under-resourced schools for student field placement and research) |

Adapted from: University of Oregon, Institutional Equity and Inclusion