Making Excellence Inclusive: Advancing Equity-Minded Practice

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# Learning Goals

<table>
<thead>
<tr>
<th>Discuss</th>
<th>equity, equity-mindedness, equity-minded practice and their connection with inclusive excellence.</th>
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<tbody>
<tr>
<td>Discuss</td>
<td>what inclusive excellence is.</td>
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<tr>
<td>Identify and describe</td>
<td>examples of equity-minded practice within one’s field.</td>
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Why do low-income/minority students fail in school?

Worksheet
Making Excellence Inclusive: Advancing Equity-Minded Practice
Making Excellence Inclusive?
Making Excellence Inclusive (MEI)...

• American Association of Colleges and University’s (AAC&U’s) guiding principle for
  • access,
  • student success, and
  • high-quality learning.

• Designed to help colleges and universities integrate diversity, equity, and educational quality efforts into their missions and institutional operations.
AAC&U

A high-quality, practical liberal education should be the standard of excellence for all students.
Making Excellence Inclusive

An active process through which colleges and universities achieve excellence in

- learning,
- teaching,
- student development,
- institutional functioning, and
- engagement in local and global communities.
MEI’s Actions

- uncover inequities in student success,
- identify effective educational practices, and
- build such practices organically for sustained institutional change.
Inclusive Excellence

the recognition that a community or institution's success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents.

https://www.du.edu/cme/resources/inclusive-excellence.html
Principle Goal

develop “equity-minded practitioners” who are willing to engage in the necessary, and sometimes difficult, conversations and decision-making that can lead to transformational change for student learning and achievement.
<table>
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<th>MEI’s Core Principles</th>
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<td>Acknowledging and valuing individual differences and group/social differences</td>
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<td>Inclusion</td>
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<td>The active, intentional, and ongoing engagement with diversity.</td>
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<td>Equity</td>
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<td>Equity-mindedness</td>
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What does equity mean? How does it differ from equality?
Equality
Equity
Equality vs Equity
MEI’s Core Principles

Diversity
- Acknowledging and valuing individual differences and group/social differences

Inclusion
- The active, intentional, and ongoing engagement with diversity.

Equity
- The creation of opportunities for historically underrepresented populations.

Equity-mindedness
What does it mean to be equity-minded?

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<td>Equity-mindedness</td>
<td>A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff.</td>
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MEI at EIU

• Started in 2012 by then Dean of the College of Arts and Humanities
• Comprised of faculty, staff, students and administrators
• Standing committees
  • Community Relations
  • Curricular/co-curricular (members must be drawn from faculty)
  • Information/Resources
  • Programs/Events
Deficit Mindset

Belief that students (low income, minority) fail in school because they and their families experience deficiencies that obstruct the learning process.

- e.g. limited intelligence,
- lack of motivation,
- inadequate home socialization.
Equity Mindset

Belief that students (low income, minority) fail in school because of systems rooted in a history of inequality, that this is outside of the individual, and that all individuals can succeed if opportunities become more equitable.
How much was your response to “Why do low-income/minority students fail in school?” influenced by deficit thinking?

Think on Your Own
How are beliefs developed?

• Beliefs originate from what we hear - and keep on hearing from others,

• Sources include environment, events, knowledge, past experiences, visualization etc.

• Intertwined with emotions (conscious or unconscious)

• Beliefs are not static, intellectual concept.

What is Equity-Mindset?

the perspective or **mode of thinking** exhibited by practitioners who call attention to patterns of inequity in student outcomes

(CUE, n.d.)
Equity-Minded Practice

Institution

Equity-Minded

Individual
Equity-Minded Practice

Institution

Equity-Minded

Individual
Equity-Minded Practitioners

- race-conscious
- aware of the social and historical context of exclusionary practices in American Higher Education
- take personal and institutional responsibility for the success of their students
- critically reassess their own practices

Center for Urban Education
Equity-Minded Practice is....

Institutionally focused

• Focused on remediating the institution’s actions rather than students’ actions alone.
Equity-Minded Practice is.....

Critically Race Conscious

- Pay attention to whether students from historically underrepresented racial/ethnic groups are participating, feel welcome, and succeed
Equity-Minded Practice is....

Systemically Aware

- Focus on remediating the institution’s actions rather than students’ actions alone.
Equity-Minded Practice is...

Evidence-Based

- Are informed by disaggregated data and/or qualitative inquiry findings.
Equity-Minded Practice is....

**Action-Oriented**

- Takes action to eliminate inequity.
Equality vs Equity

What is the problem with this image as an instructional tool?
Why do low-income/minority students fail in school?
Equity-Minded Practitioners
What is one step that you can take to become more equity-minded in your practice?
Institutionally focused behavior

• Recognize that day-to-day practices are a primary factor in student success rather than concentrating only on students and their perceived deficits as the sole factor responsible for creating success.

• Provide additional support to students who need it rather than following an approach in which all students must receive the same support.

• Regularly experiment with day-to-day practices to determine which best lead to student success rather than maintaining the same, untested practices.

• Support initiatives focused on reflecting on and improving day-to-day practices.
Critically Race Conscious Behavior

• Pay attention to whether students from historically underserved racial/ethnic groups are: represented in academic programs and participating in high-impact practices; feel welcome in the classroom and in offices across campus; and succeed at equitable rates.

• Ensure that classroom/support services speak to the backgrounds, interests, and needs of historically underserved racial and ethnic groups.

• Monitor hiring practices and remove any barriers to employing faculty and staff whose representation mirrors the racial/ethnic representation of students.

• Engage faculty and staff in professional development opportunities on how to support students from historically underserved racial/ethnic groups.

• Guide initiatives to create environments in which students from historically underserved groups feel welcome,
Systemically Aware Behavior

• Understand that day-to-day practices and policies are not inherently race-neutral.

• Understand institutional racism and the way it impacts students.

• Understand implicit bias and the role it plays in the lives of their students.

• Regularly examine my own implicit biases and take action to counteract them.
Evidence-Based Behavior

- Regularly conduct qualitative inquiry to determine actual day-to-day practices and how students experience them.
- Use qualitative inquiry to identify how I can improve or leverage day-to-day practices to address equity gaps.
Taking Action Behavior

• Create feedback loops and points of input for students to help shape their own experiences and to evaluate and improve initiatives.

• Include goal setting and action planning to close equity gaps in yearly evaluations.
In Closing

NOWHERE
In Closing

NOW HERE
References


Questions?

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