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Table Discussion Notes - The Significance of Equity and Inclusion in Education

Portland State University

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Winter Symposium 2016 - What Does It Mean to be Educated in the 21st Century?

Wednesday, January 20

8:30 a.m. to 3:30 p.m.

Ballroom, Smith Memorial Student Union

Table Discussion Notes - The Significance of Equity and Inclusion in Education Panel Members

- Identity
 - Students' Own
 - perceived by faculty
- Identity Impacts performance & Faculty perception of success
- How do we engage faculty in PD. / communities of practice to develop their own equity lens to engage students - no matter the content area?
- Access - Study of disability as it intersects with a variety of students. How do we know/address the gap between k-12 experience and PSU?
- Recognizing the multidimensionality of identity

- How can we learn about subtle offensive actions and words?
- How can we better recognize braces and change in behavior?
- How do we avoid making assumptions about cultural identity?
- Answer: Embedded (Mandated) Training
 - From the beginning - at hiring
 - Resources for helping everyone be aware
 - leadership is needed to prioritize
 - work to break the cycle of stereotyping
 - engage in educational activities that break down barriers, improve communication
 - Make an example of sensitivity and take it the community we served

- Note/appreciate the power of panelists (Students + faculty) in framing the issue for us
- Practical structural approaches
 - faculty need to learn how to engage these issues
 - activists for students to do this work
- Our students care - both current and alumni are driving us to improve

- Preparation of faculty who have not been exposed to concepts or had experience with dynamics of equity and inclusion?
 - incentives? - promotion, tenure, merit don't depend on this work.
 - people say they are already overworked
 - how do we present it so that people want to be involved?
 - Fit it to multiple initiatives (example: equity lens on strategic plan)
- How willing are we to spend time to apply the equity lens?
 - Takes time
 - takes support of institutional authority
- Example: Tuition is high at engineering (or other schools) - maybe barrier to diversity
 - Would we spend the time studying, thinking, examining implications of different approaches?
- What if equity + inclusion metrics were part of program review? (or, are they?)
- look at degree completion rates by demographics. Metrics like that actually benefit PSU vis a vis OSU, U of O.
- Campus wide learning outcomes. Is equity + inclusion on this list?
- Being deliberate about hiring faculty with knowledge + Experience
- Notes
 - Symposium readings were from all-white authors: most male, one female
 - Inclusion thru turning part of curriculum to the students from the perspective
 - Create an environment where inquiry is perceived welcomed by students of color where they won't be looked down upon.
 - Give individual feedback + vary approached
 - only works with smaller classes
- Faculty so focused on content that we don't understand what our students are experiencing the challenges they are facing (IE. What can a faculty member do to support inclusion of parents, transgender students, etc.)
- We can also modify our content
- How is equality different from equity? (IE. Programs open to all get only some caveats)
- How do we shift culture so that students have an educational experience that goes beyond the transactional?
- How do we teach and model equity and inclusion in our current political climate? (I.e Anti-immigrant rhetoric)
- Begin with simple fact that PSU is on tribal land
- make process/procedure transparent and accessible and equitable (I.e study abroad)
- Faculty and staff need ongoing professional development in this
 - Can OSU provide and to support these trainings? Perhaps in a departmental or _____ level as opposed to campus wide?

- Listen Listen Listen
- use your power to advocate
- teach out to students to make them aware of opportunities, scholarships etc.
- provide creative ways to mix general requirements for mk diverse student body (IE. Expand services for students with disabilities)
- Elevate diverse voices in the classroom

- Work with people rather than on behalf of people
- is equity just a buzzword?
- Engagement + communication.. How do we embrace comfort? Don't like it, but it can be healthy. Safe place. No right or wrong.
- Mandatory vs, Voluntary. How do we hold ourselves accountable? Do we have the courage.
- Give people more credit for the conversations that are happening.
- How do we incentivize? How do we encourage faculty to engage in topic?
- Figure out where we are now. What are we doing well? Where are the gaps?
- Assessment lacking. Graduation gaps.
 - How do students really feel?
- Listening is key.
- Best practices - make sure they are authentic. Student driven.
- Bottom-Top rather than top-Bottom. Grassroots. But use our influence to create change
- Students are becoming more vocal to administration.
- Leadership matters = decision making = influence
- This is a chance for PSU to do something special. systemic issue.
- Also figure out a way to retain faculty of color.
- What resources do we provide students?
- How do students really feel?
- Grad students of ed study that examines students of color and thier experiences.
- Define where we want to go. What is our goal?
 - What does a school with true equity look like?
- Not us or them - all of us

- How do we prepare administrators to be looking thru lens of equity
- Mandatory faculty dev.
- Students as a resource
 - Honor work students are already doing. listening
- Zero incentive for faculty to do the work
- One cannot be educated in 21st c. without addressing equity and inclusion
- What makes people want to do it? or feel like they need to?

- Faculty should reach out to individual students when appropriate
- Mandatory, regular trainings for faculty at dept level
- Diversity requirement (?) for students
- Assess faculty intercultural competency during annual reviews
- Assess student's incoming cultural competency
- Should include financial diversity
- What do students know before they begin your course? (pre-test/ post-test)
- How do we define "quality" of education for students who are not like us?
- Think of educational experience as continuing beyond classroom.
- Faculty members reaching out to students with opportunities make more impact than flyers posted + email (e.g. student representation on committees)

- Faculty need training to address equity and inclusion in the classroom faculty also need time to learn this.
- Create an atmosphere where this really matters
- what are other universities doing?
- What are we doing to attract our heritage students? Is there administrative support for developing heritage programs
- Develop writing, a love of culture, language & heritage students who should not be taught their own language as a "foreign language"
- How do white faculty learn to integrate equity and inclusion into their courses - learn how to do it?
- Provide a safe space for students to share with each other their experiences
- Students can participate in educating faculty about their experiences
- What are we doing for recruitment of students with diverse backgrounds by providing heritage language instructions as well as writing
- When students abroad - their eyes are opened to new cultural experiences and understanding. And the ability to think critically about their own culture

- How to think about curriculum in a complex way
 - engage students
- opening up definitions of what's included (or not...) asking questions about institutional and other privileges
- Structure and process + promoting dialogue: how to define structures to promote dialogue
 - experiential learning as a pathway to this?
- Teaching together with others (E.g. with someone of another gender, ethnicity,
 - More collaboration across these delimitations
- Use critical theory to think about language, choice of examples, sec.

- interrogating terminology and implicit attitudes (e.g. “illegal alien”) our professional role is to provide context
- How to become aware of unintended consequences? elicit useful/honest student feedback what does “safe” mean in a way that also allows for uncomfortable discussion
- Cultural competence
 - is this incorporated as part of accreditation
 - constructing an environment that is safe to discuss topics that are traditionally undiscussable
 - ‘skills’ for transitioning uncomfortable situations into learning moments
 - as a privileged white male - what can I even say?
- What can we do?
 - Workshops, training
 - open dialogue
 - being open
 - inclusion vs acceptance vs access
- What about generational differences (also tied to technology)?
- Facilitating a conversation vs being the ‘expert’ representing all possible opinions/ views - facilitating skills
- self awareness - grounding ‘self’ in context
- Inclusion vs representation
- be careful of tokenism
- have diversity requirement not only in gen ed but in all curriculum
- consider dominant vs nondominant cultures
- ask them about their experience
 - build their experience into pedagogical practices
- Give support and advice on how to proceed in next steps to social change
- Listen!
 - Facilitation skills - sharing experiences
 - learn to engage
- Need training + ongoing professional development
 - faculty
 - staff
- Curriculum
 - require in disciplines, not just Gen Ed
- Use equity lens
- assess cultural competencies

- p+t process
- Structures
 - Equity services - part of program review
 - institutional caring
 - track degree completion
- intention vs Translation
- more careful assessment of authentic student needs
- ongoing educational program: self education
- inclusive values must be internalized, rather than imposed through mandate (mandate builds resistance)
- Just because we come from our own minority niche does not mean we understand the niches of other minorities
- Implement through promotion, tenure and hiring guidelines
 - require (or encourage) faculty to write up their approaches to inclusion
 - conveying criteria (equity scorecard)
- Now:
 - people with strong grievances
 - people with guilt
 - people with inclination
 - Expression of/denial (arrow to the two below, dotted arrow with ? on top two)
- Be kind while being passionate
- common problems addressed outside of trad. language
- reassess assignment: step outside of frameworking
- We need to be there for students who need help - personal
- students are going to respond to people they believe cares about them
- Faculty development related to caring, cultural competence, interpersonally, relating to students, fostering caring - encouraging risk taking
- Have to convince certain faculty/ departments that equity is even an issue
- equity scorecard
- analyze barriers to students retention and graduation rates
- look at gaps
- institutional caring -creating structures

