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Table Discussion Final Summary - The Significance of Equity and Inclusion in Education

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2016 Winter Symposium Table Discussions/ Input on Equity and Inclusion

Scope of the Discussion:

The majority of discussion focused on the need for cultural competence training, and how to ensure equity and inclusion in the curriculum and classroom. Three leitmotifs run through the comments: this is important; this will be time and labor intensive; significant support will be required from the administration to address these issues and implement any initiatives. The topics and suggestions that emerged from the discussion (outlined below) align better with the charge of the Diversity Action Council than that of a future Senate Task Force on Liberal Education.

Faculty Senate Steering Committee Action:

- The Faculty Senate Steering Committee forwarded these summaries and notes to (1) the Diversity Action Council, and (2) the provost, so that she can share with other groups whose work on Strategic Plan Initiatives aligns with these topics.
- The Faculty Senate invited members of the Diversity Action Council to introduce and lead a discussion about cultural competence (March 7, 2016 Senate meeting).
- Faculty Senate looks forward to working in partnership with the DAC to respond to the needs of our student body.
- The Faculty Senate invited faculty who have recently changed their curriculum to make it culturally relevant to share their experiences and lead a discussion about curriculum (May 2, 2016 Senate meeting).

Intersections with the Strategic Plan:

The themes and suggestions that emerged from the discussion intersect, either directly or indirectly, with all 7 initiatives of Goal 4, Expand our commitment to equity. The most direct overlap is with initiatives 1.1, 1.3, 1.4 and 3.2; however, initiatives 1.2, 2.1 and 3.1 are all actions that were implied by the discussion and would be necessary to support, monitor and/or assess success in this area. There were also intersections with Goal 1, Elevate student success, initiatives 1.3, 3.1, 3.2, 5.3, 7.3 and Goal 2, Advance excellence in Teaching & research, initiatives 1.5, 1.6, 2.3.

Themes:

First we list the themes or groupings that emerged from the discussion, with an APPROXIMATE number of comments that were submitted about that theme and a brief summary of the discussion when it was particularly long or complex. Following this summary, all comments made about each theme are listed. Note that these were table notes, and sometimes the intent of the note is obscure.

1. Cultural competence training (54):

Many symposium participants expressed a desire for professional development/ training opportunities in cultural competence/ equity and inclusion. While there were different views as to whether such training should be mandated or incentivized, there was strong agreement that it would require institutional support. There was also significant recognition that finding time for training will be difficult. (Goal 4, 1.1; also Goal 1, 3.2 and Goal 2, 2.3)

2. Pedagogy and classroom climate (33):

There were a number of specific suggestions for creating equity/ inclusion/ cultural competence in the classroom environment, and examples of effective pedagogical practices. These would be items to consider in the development of any cultural competence training. (Goal 1, 1.3; Goal 2, 2.3; Goal 4, 1.1, 3.2)

3. The importance of defining and assessing equity (22):

There was broad acknowledgement of the need to track and analyze data and then make evidence-based decisions to improve equity and inclusion on campus. (Goal 4, 1.3; also Goal 2, 1.5, 1.6)

4. Extracurricular/ Advising/ Outreach (17):

Outside of the curriculum and pedagogy, there were comments, questions and suggestions about campus resources, campus life, and also about the role of faculty beyond teaching. One strong theme was the importance of personal outreach and a caring environment. (Goal 1, 3.1, 3.2, 5.3, 7.3; and Goal 4, 1.1)

5. The curriculum (11):

There were a number of comments recognizing the importance of ensuring equity/ inclusion/ cultural competence in the curriculum. Questions also emerged, such as: How do we get there? Where do we get the time? It was noted that the responsibility must be shared, that institutional support is required. (Goal 4, 1.1, 3.1, implies 3.2; also Goal 1, 1.3 and Goal 2, 2.3)

6. The different roles of students, faculty, student support, administration (7):

There were different ideas about the roles and responsibilities different members of our community, with comments focused mostly on process.

7. Heritage language speakers (4):

There were some comments and questions about whether we do enough to recruit and retain students who have grown up in two cultures and two languages. This topic seems to have come up elsewhere during the day—so these comments might be moved.

8. Miscellaneous (7)

LIST OF ALL COMMENTS

1. Cultural competence training:

- How do we engage faculty in PD. / communities of practice to develop their own equity lens to engage students - no matter the content area?
- 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?
- Need training + ongoing professional development for faculty and staff
- Cultural competence
 - is this incorporated as part of accreditation
 - constructing an environment that is safe to discuss topics that are traditionally not discussable
 - '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
- Faculty development related to caring, cultural competence, interpersonally, relating to students, fostering caring - encouraging risk taking
- 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?
- 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

- Mandatory faculty dev.
- Implement through promotion, tenure and hiring guidelines
 - require (or encourage) faculty to write up their approaches to inclusion
 - conveying criteria (equity scorecard)
- Mandatory, regular trainings for faculty at dept level
- Should include financial diversity
- 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?
- ongoing educational program: self education
- How do we prepare administrators to be looking thru lens of equity
- Zero incentive for faculty to do the work
- What makes people want to do it? or feel like they need to?
- inclusive values must be internalized, rather than imposed through mandate (mandate builds resistance)
- Preparation of faculty who have not been exposed to concepts or had experience with dynamics of equity and inclusion?
 - incentives? - promotion, tenure, merit donut 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)
- Just because we come from our own minority niche does not mean we understand the niches of other minorities
- How do white faculty learn to integrate equity and inclusion into their courses - learn how to do it?
- 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.)
- Identity
 - Students' Own
 - perceived by faculty
- Identity Impacts performance & Faculty perception of success
- Recognizing the multidimensionality of identity
- Have to convince certain faculty/ departments that equity is even an issue
- Practical structural approaches
 - faculty need to learn how to engage these issues
 - activists for students to do this work

2. Pedagogy and classroom climate:

- 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
- Listening is key.
- Best practices - make sure they are authentic. Student driven.
- Students as a resource
- Honor work students are already doing. listening
- Inclusion vs representation
- be careful of tokenism
- consider dominant vs non-dominant cultures
- ask them about their experience
 - build their experience into pedagogical practices
- Listen!
 - Facilitation skills - sharing experiences
 - learn to engage
- reassess assignment: step outside of frameworking
- Listen Listen Listen
- use your power to advocate
- Elevate diverse voices in the classroom
- 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)
- Facilitating a conversation vs being the 'expert' representing all possible opinions/ views - facilitating skills
- 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
- Structure and process + promoting dialogue: how to define structures to promote dialogue: experiential learning as a pathway to this?
- Engagement + communication. How do we embrace comfort? Don't like it, but it can be healthy. Safe place. No right or wrong.
- Teaching together with others (E.g. with someone of another gender, ethnicity: More collaboration across these delimitations
- What about generational differences (also tied to technology)?
- Identity

- Students' Own
- As perceived by faculty
- Identity Impacts performance & Faculty perception of success
- Recognizing the multidimensionality of identity

3. The importance of defining and assessing equity:

- is equity just a buzzword?
- assess cultural competencies through the p+t process
- Structures
 - Equity services - part of program review
 - institutional caring
 - track degree completion
- Use equity lens
- more careful assessment of authentic student needs
- How is equality different from equity? (IE. Programs open to all yet only some can afford)
- equity scorecard
- analyze barriers to students retention and graduation rates
- look at gaps
- 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-à-vis OSU, U of O.
- Figure out where we are now. What are we doing well? Where are the gaps?
- Assessment lacking. Graduation gaps.
- How do students really feel?
- Define where we want to go. What is our goal?
 - What does a school with true equity look like?
- Assess faculty intercultural competency during annual reviews
- Assess student's incoming cultural competency
- How do we define "quality" of education for students who are not like us?
- Grad students of ed study that examines students of color and their experiences.

4. Extracurricular/ Advising/ Outreach:

- 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?
- How do we shift culture so that students have an educational experience that goes beyond the transactional?
- teach out to students to make them aware of opportunities, scholarships etc.
- provide creative ways to mix general requirements for diverse student body (IE. Expand services for students with disabilities)
- Faculty should reach out to individual students when appropriate
- What resources do we provide students?
- Think of educational experience as continuing beyond classroom.
- Provide a safe space for students to share with each other their experiences
- We need to be there for students who need help - personal
- students are going to respond to people they believe cares about them
- institutional caring -creating structures
- Be kind while being passionate
- make process/procedure transparent and accessible and equitable (I.e study abroad)
- Faculty members reaching out to students with opportunities make more impact than flyers posted + email (e.g. student representation on committees)
- Give support and advice on how to proceed in next steps to social change
- Work with people rather than on behalf of people
- Our students care - both current and alumni are driving us to improve

5. The curriculum:

- Campus wide learning outcomes. Is equity + inclusion on this list?
- Note: Symposium readings were from all-white authors: most male, one female
- Inclusion thru turning part of curriculum to the students from the perspective
- How willing are we to spend time to apply the equity lens?
 - Takes time
 - takes support of institutional authority
- We can also modify our content
- provide creative ways to mix general requirements for diverse student body (IE. Expand services for students with disabilities)
- How to think about curriculum in a complex way to engage students
- opening up definitions of what's included (or not...) asking questions about institutional and other privileges
- Curriculum: Require [diversity/inclusion] in disciplines, not just Gen Ed
- How do we define "quality" of education for students who are not like us?

6. The different roles of students, faculty, student support, administration:

- 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.
- Not us or them - all of us
- Students can participate in educating faculty about their experiences
- Faculty should reach out to individual students when appropriate

7. Heritage language speakers:

- 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”
- What are we doing for recruitment of students with diverse backgrounds by providing heritage language instructions as well as writing
- common problems addressed outside of trad. language

8. Miscellaneous:

- Note/appreciate the power of panelists (Students + faculty) in framing the issue for us
- Being deliberate about hiring faculty with knowledge + Experience
- Begin with simple fact that PSU is on tribal land
- Also figure out a way to retain faculty of color.
- self awareness - grounding ‘self’ in context
- intention vs Translation
- Now (current situation):
 - people with strong grievances
 - people with guilt
 - people with inclination
 - Expression of/denial (arrow to the two below, dotted arrow with ? on top two)