



Advancing Diversity, Equity, Inclusion, and Accessibility to Achieve Student Success: Implications for All Educators

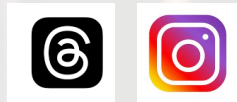
Presented at Fall '23 Convocation Day | August 9, 2023

Dr. Frank Harris III

| Professor of Postsecondary Education | Co-Director, Community College Equity Assessment Lab | SDSU |

Dr. Frank Harris III (he/him/his)

- Professor of Postsecondary Education
- Associate Dean of DEI, College of Education
- Senior Strategist, Student Affairs and Campus Diversity
- Co-Director, Community College Equity Assessment Lab
- Faculty Athletics Representative
- San Diego State University
- Social: @drfharris3



About CCEAL

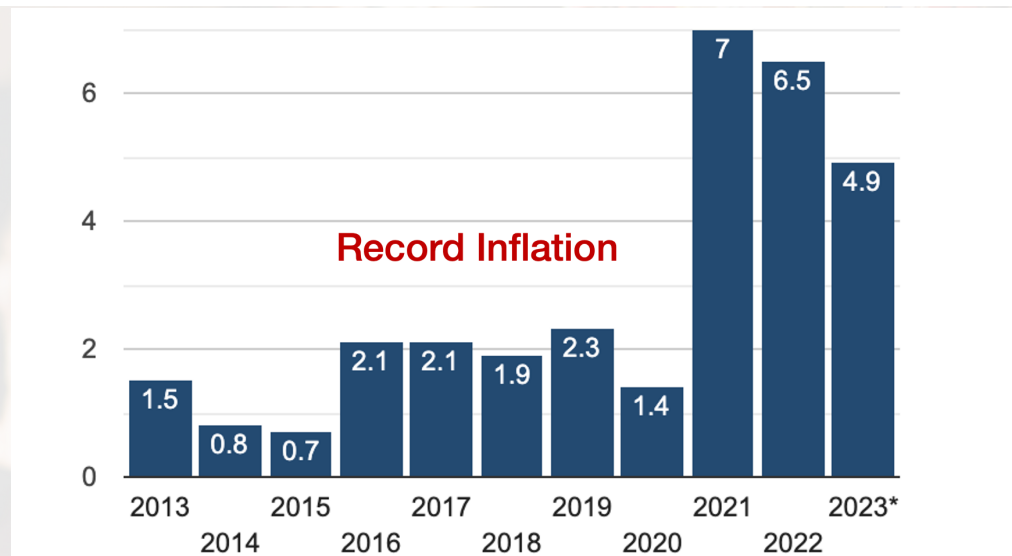
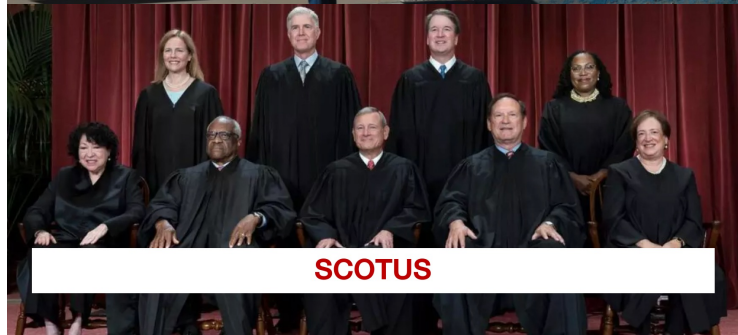
The Community College Equity Assessment Laboratory (CCEAL) is a national research and practice lab that partners with community colleges to close equity gaps and improve outcomes for students who have been historically underserved in education.

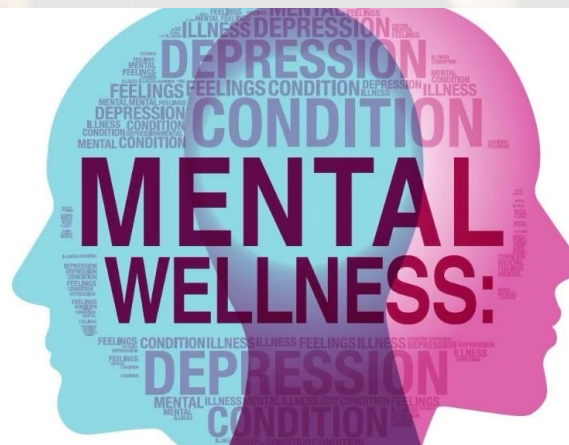
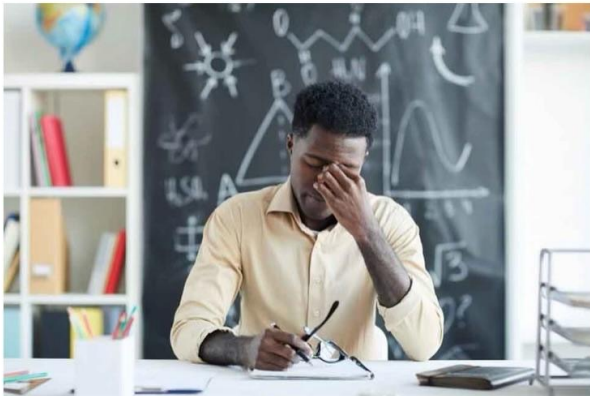
CCEAL was developed to advance three objectives:

- To use **assessment and inquiry** to facilitate institutional capacity-building within community colleges
- To **conduct and disseminate empirical research** on the experiences of historically underrepresented and underserved students in community colleges
- To provide **professional learning experiences** that build educators' capacities to employ equity-minded and culturally-affirming practices in teaching and serving students.

Objectives

- Highlight institutional barriers that thwart systematic efforts to close equity gaps
- Propose equity-minded support practices to advance equity efforts and close equity gaps for disproportionately impacted students.
- Propose equity-minded teaching and learning strategies to to advance equity efforts and close equity gaps for disproportionately impacted students.




















Student Populations Experiencing DI and Metrics

	Successful Enrollment	Completion of Math & English in 1 st Year	Persistence: 1 st Primary Term to 2 nd Term	Completion	Transfer
Black or African American					
Disabled					
Hispanic or Latino					

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Equity-Mindedness



The background of the slide is a blurred photograph of a library. It shows rows of bookshelves filled with books. In the center, there is a dark silhouette of a person standing and looking towards the shelves. The lighting is soft, and the overall tone is slightly muted.

What are some barriers to equity?

What Derails Equity?

- A culture of compliance
- A culture of complacency
- Deficit perspectives
- A lack of data transparency
- Instability
- Misappropriation and a lack of intentionality
- Poor conceptualization of equity
- Marginalization
- Siloing
- A lack of institutional buy-in
- Exceptionalism
- Toxic Resistance
- Toxic Support

What Derails Equity?

COMPLIANCE: “Listen. Let’s just do what we have to do to secure our funding and get the state/district of our a***s.”

COMPLACENCY: “Why do we have to do this? Nothing’s going to change. The problem is so much bigger than me/us.”

DEFICIT PERSPECTIVES: “Now they want everyone to go right into college level math/English. That’s crazy. Some of these students have no chance of succeeding.”

DATA TRANSPARENCY: “We have all this data, but what does it mean? What should I make of it?”

INSTABILITY: “We had an amazing VPI who was an equity champion, but she left to be president at another college.”

MISAPPROPRIATION AND INTENTIONALITY: “Can we use equity monies to buy this copier? It’s not exactly aligned with equity, but everyone will eventually benefit from it.”

What Derails Equity?

POOR CONCEPTUALIZATION: “Let’s be honest, equity really means lowering standards and rigor.”

MARGINALIZATION: “All of our equity work takes place in EOP/Umoja/Puente.”

SILOING: “Oh no, the equity plan is due soon! Let’s have the dean and [one other person] write it.”

INSTITUTIONAL BUY-IN: “We have an equity plan, but no one really takes it seriously. We did what we had to do to get the money.”

EXCEPTIONALISM: “We aren’t like the other colleges in the State. We have the highest transfer rates to the UC so we don’t need to worry about equity.”

TOXIC RESISTANCE AND SUPPORT

Taxonomy of Educators' Perspectives

	Don't know what to do (DK)	Know what to do (K)
Willing to employ practices (W)	DK W	K W
Unwilling to employ practices (UW)	DK U	K U

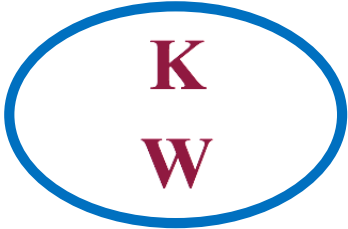
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Taxonomy of Educators' Perspectives

	Don't know what to do (DK)	Know what to do (K)
Willing to employ practices (W)	The Allies	The Choir
Unwilling to employ practices (UW)	The Resisters	The Defiant

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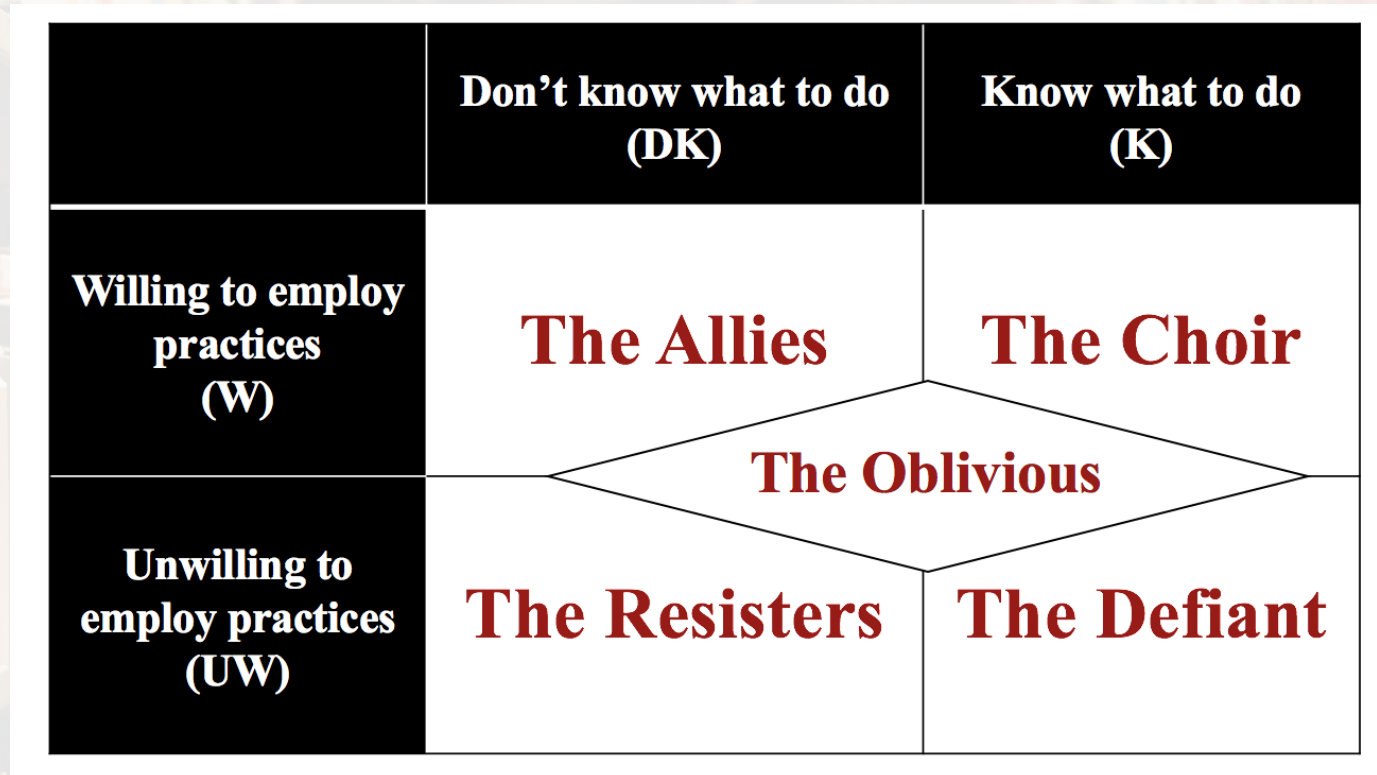
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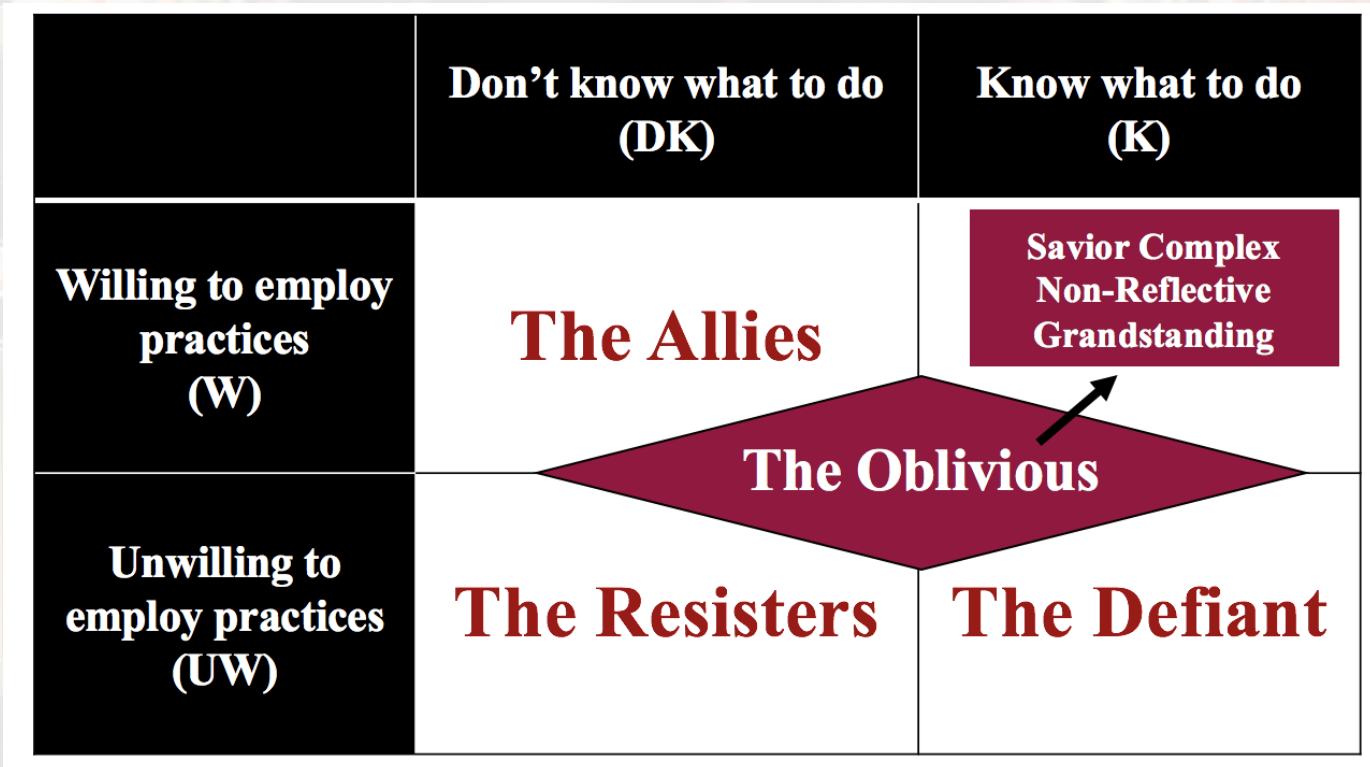
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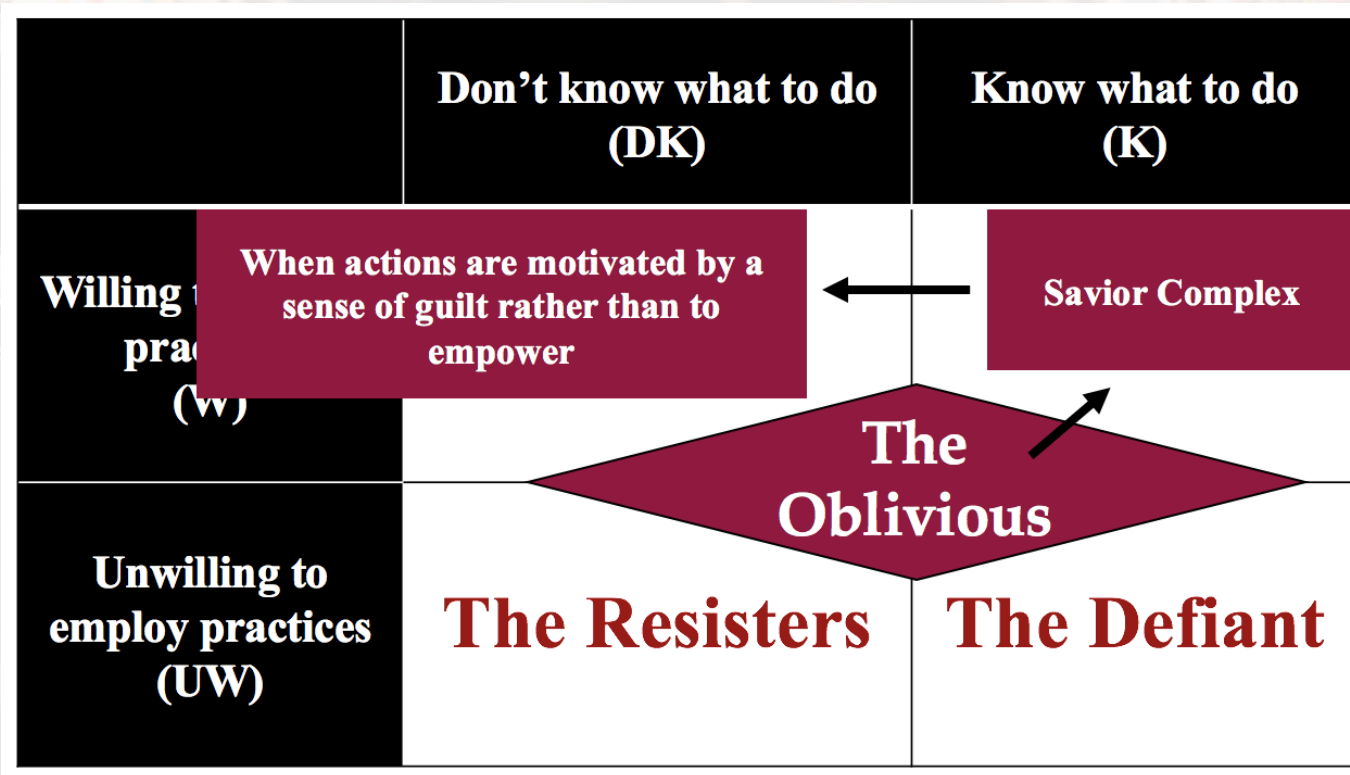
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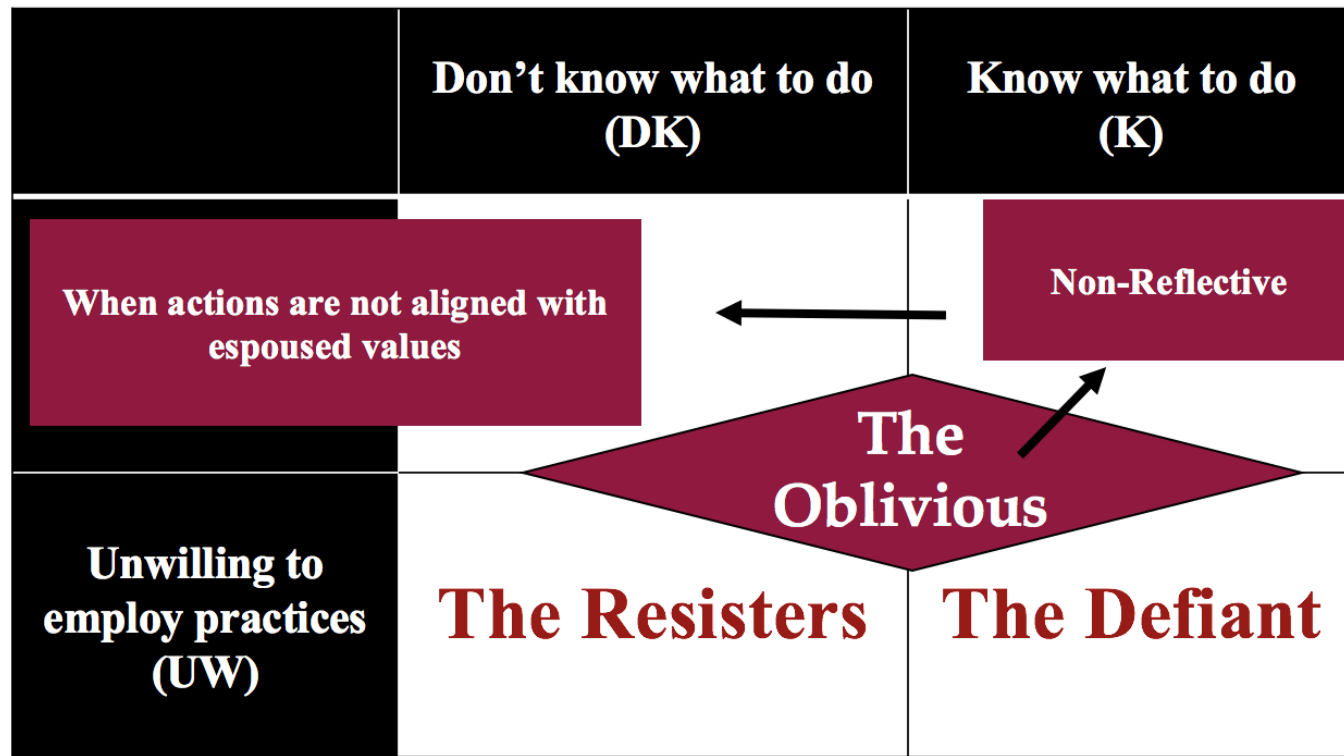
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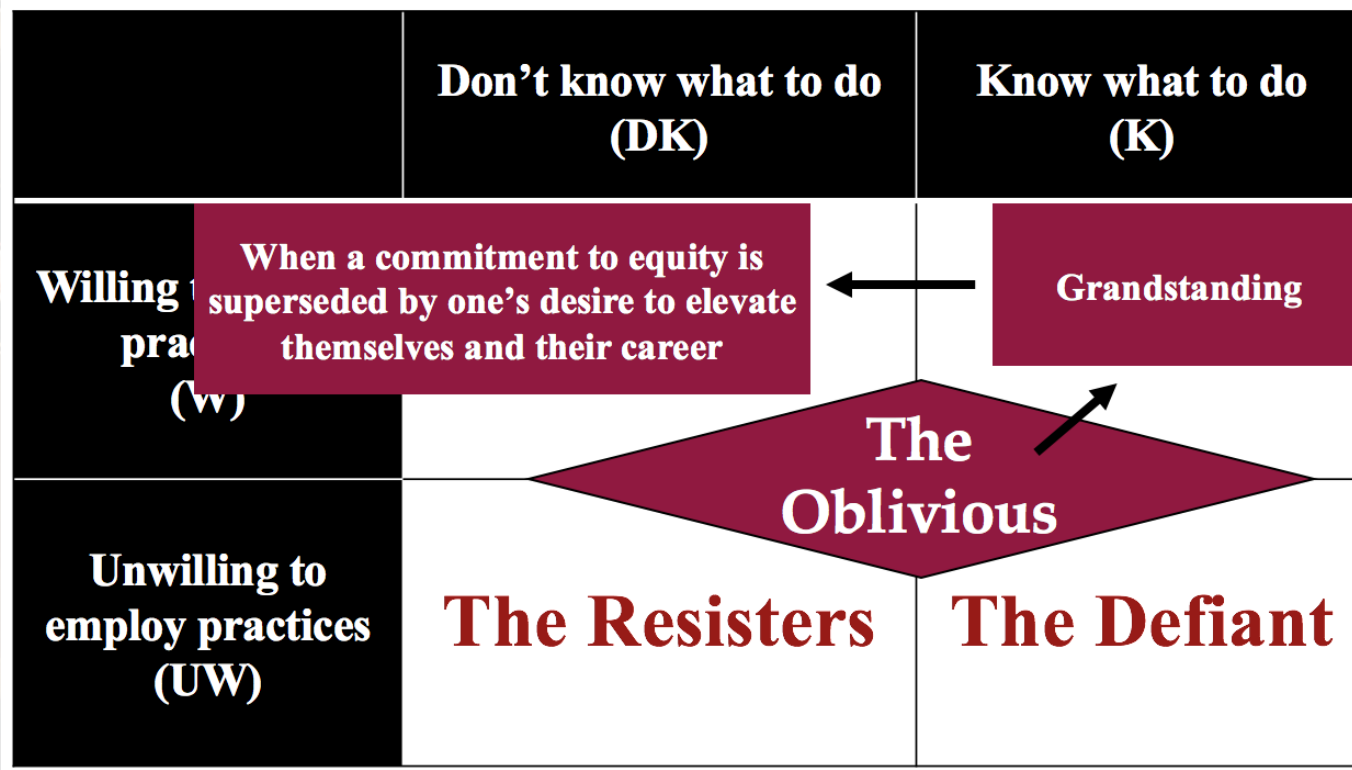
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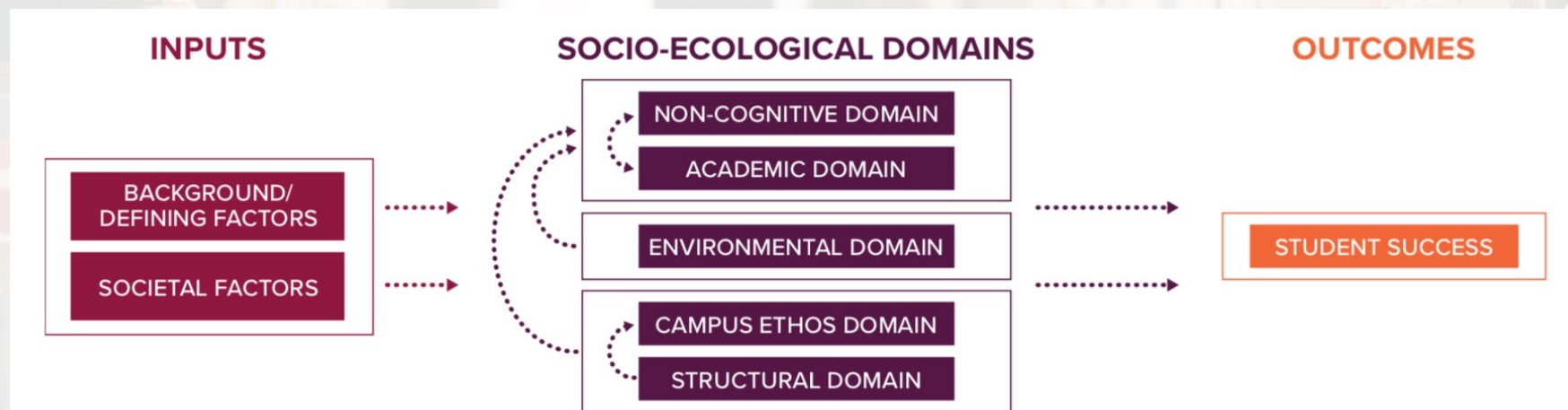
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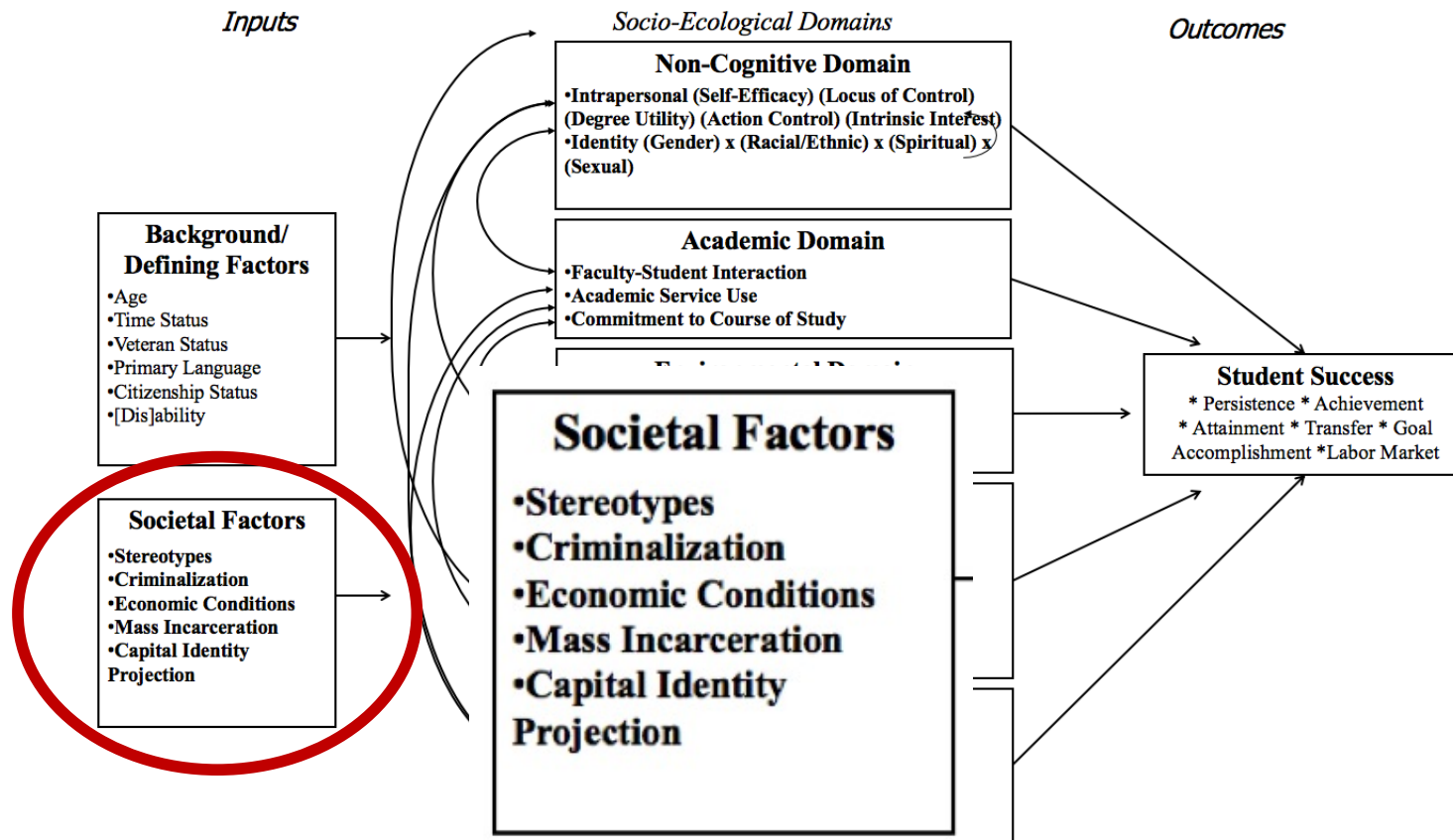
Taxonomy of Educators' Perspectives



Socio-Ecological Outcomes (SEO) Model



Socio-Ecological Outcomes (SEO) Model





Distrust

Assumptions of Criminality

The 3-D Effect

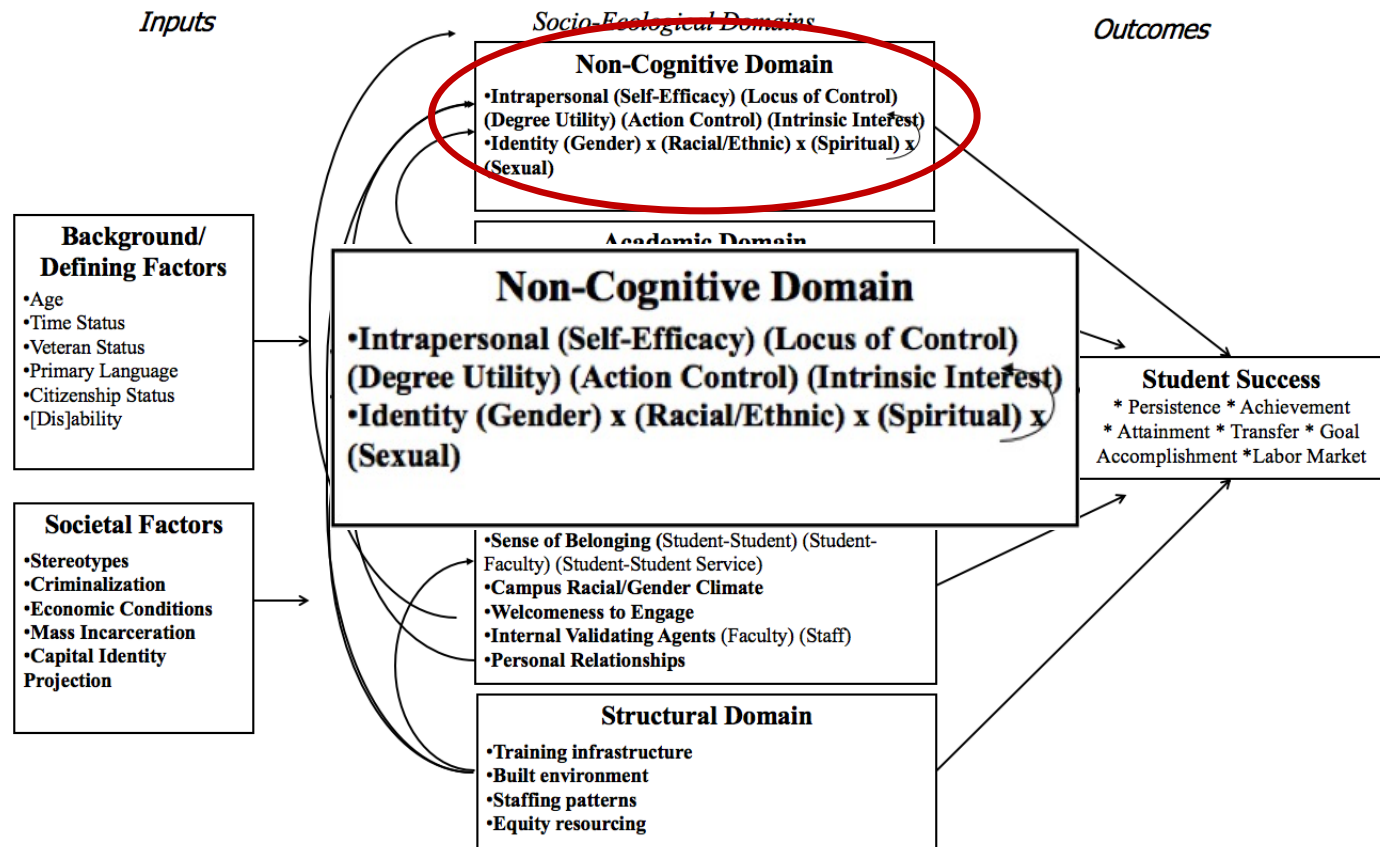
Disdain

Pathologizing Culture

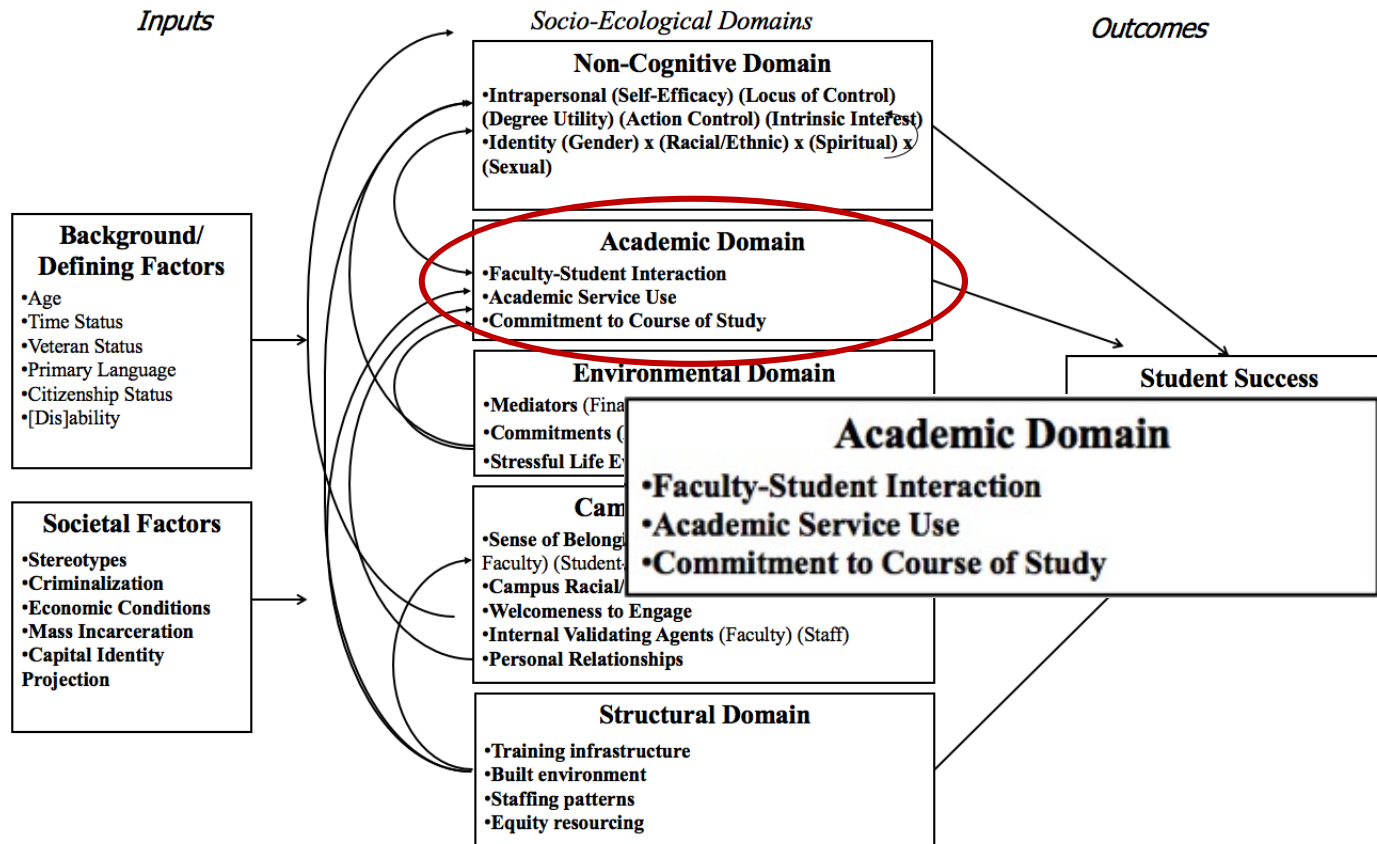
Disregard

Ascription of Intelligence

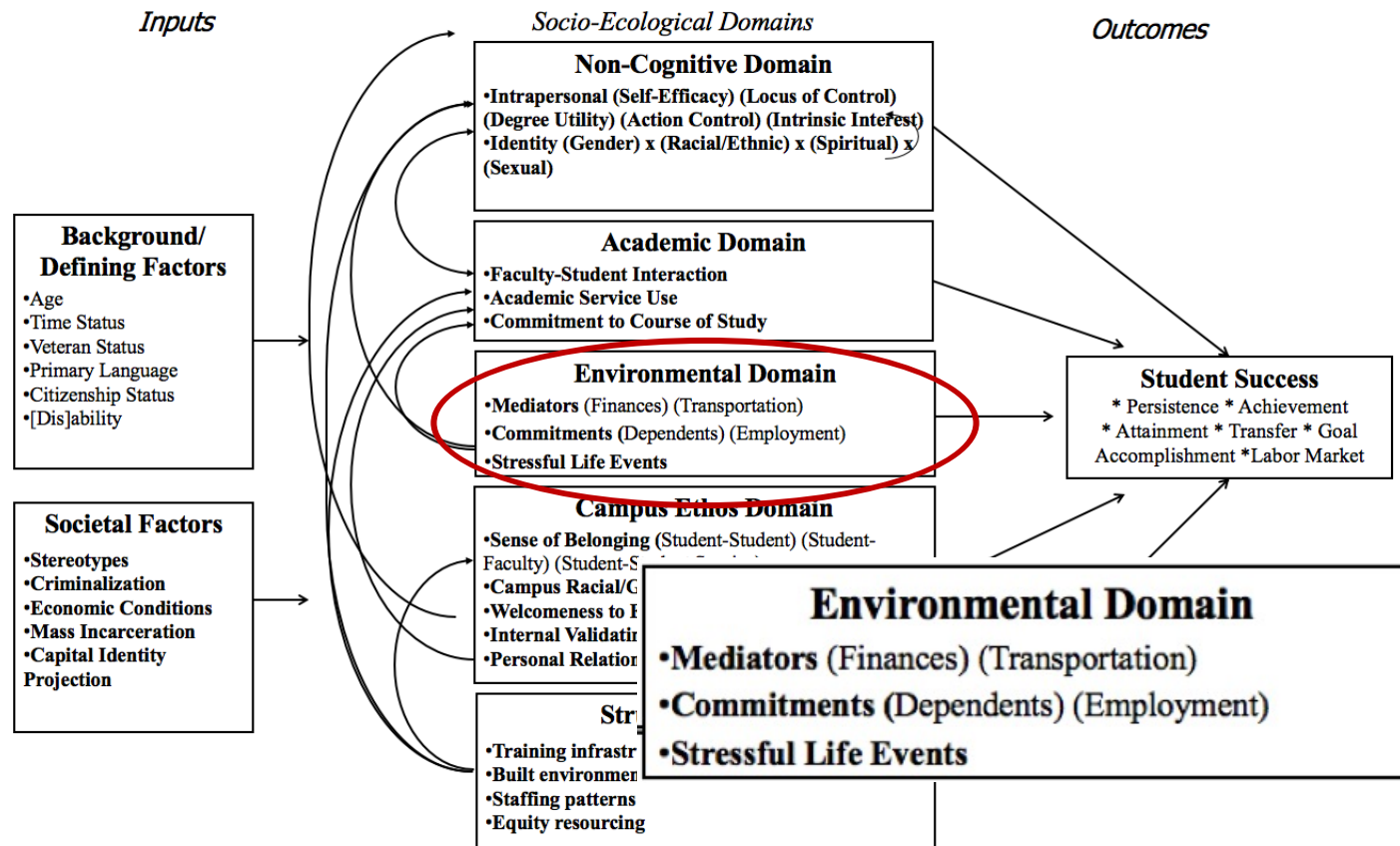
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Socio-Ecological Outcomes (SEO) Model



The background of the slide is a blurred photograph of a library. Rows of bookshelves filled with books are visible on both sides. In the center, the dark silhouette of a person is seen from behind, standing and looking towards a bright light source at the end of the aisle.

Environmental Domain - Employment

- Physically demanding
- Temporary/transitory
- Late night/overnight

Environmental Domain - Employment

- Physically demanding

“Because I'm a big guy I've got a whole trailer of 75 toilets to unload. And then I got to go to school. It is physically draining lifting all of these boxes. So if you have to [work], I would say go part time and then do full time at school, or vice versa, depending on your situation. I [work] full time because of the kids. It's draining, physically and mentally. Physically at the job and mentally here.”

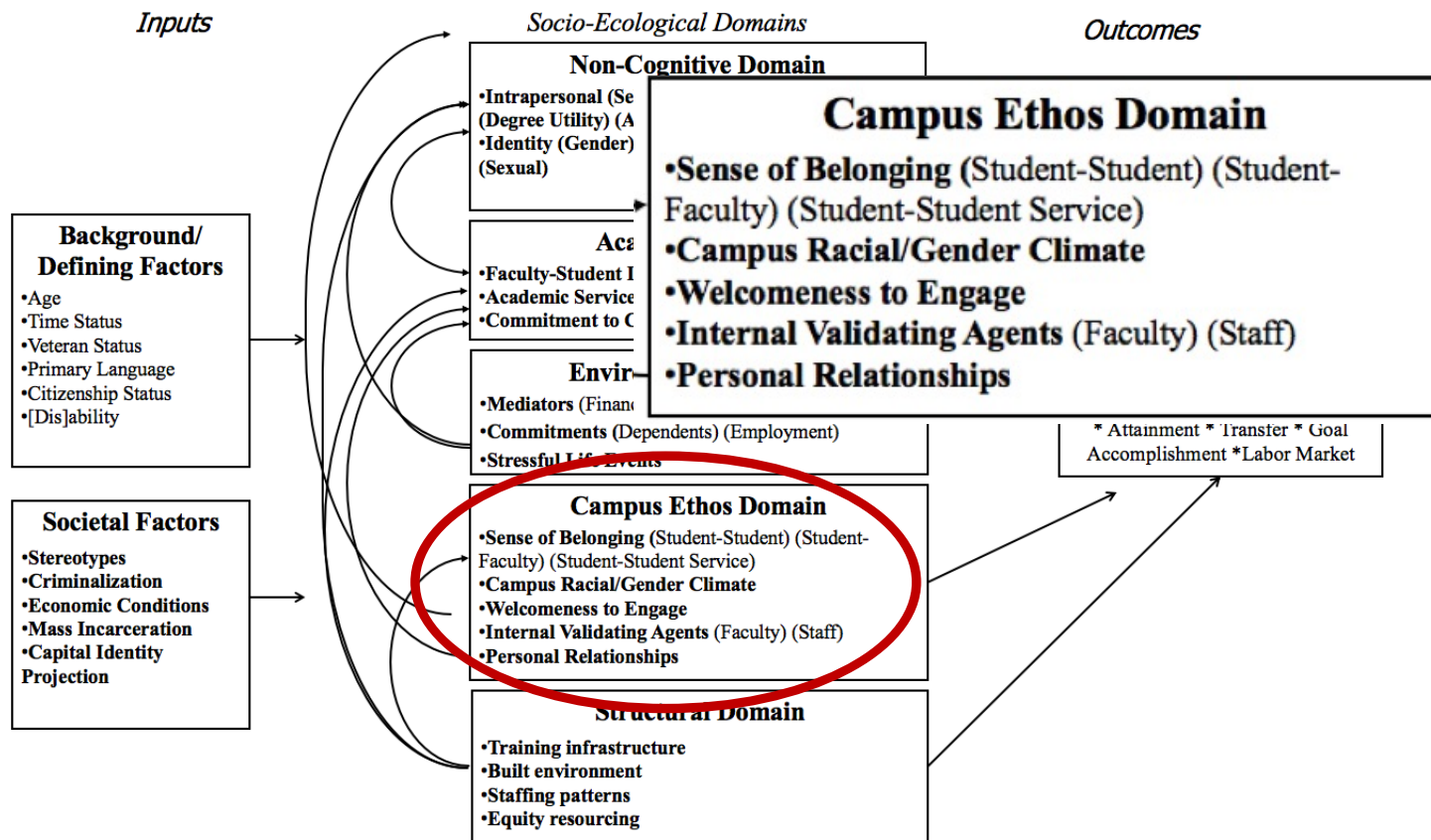
The background of the slide is a blurred image of a library. Bookshelves filled with books are visible on both sides, and a person's silhouette is seen in the center, standing in an aisle. The overall tone is warm and slightly desaturated.

Environmental Domain - Employment

- Late night/overnight

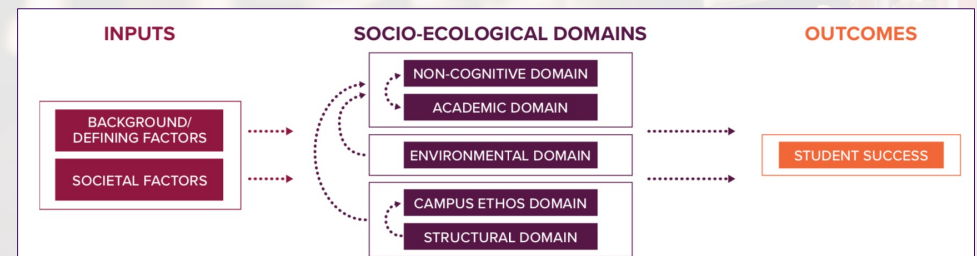
“It's rough cause I worked 66 hours a week and I drive trucks at night for Walmart. So, sometimes I have to take a gentle nap or something. I'll drink coffee, drink two liters of Mountain Dew just to kind of stay awake or stay focused.”

Socio-Ecological Outcomes (SEO) Model



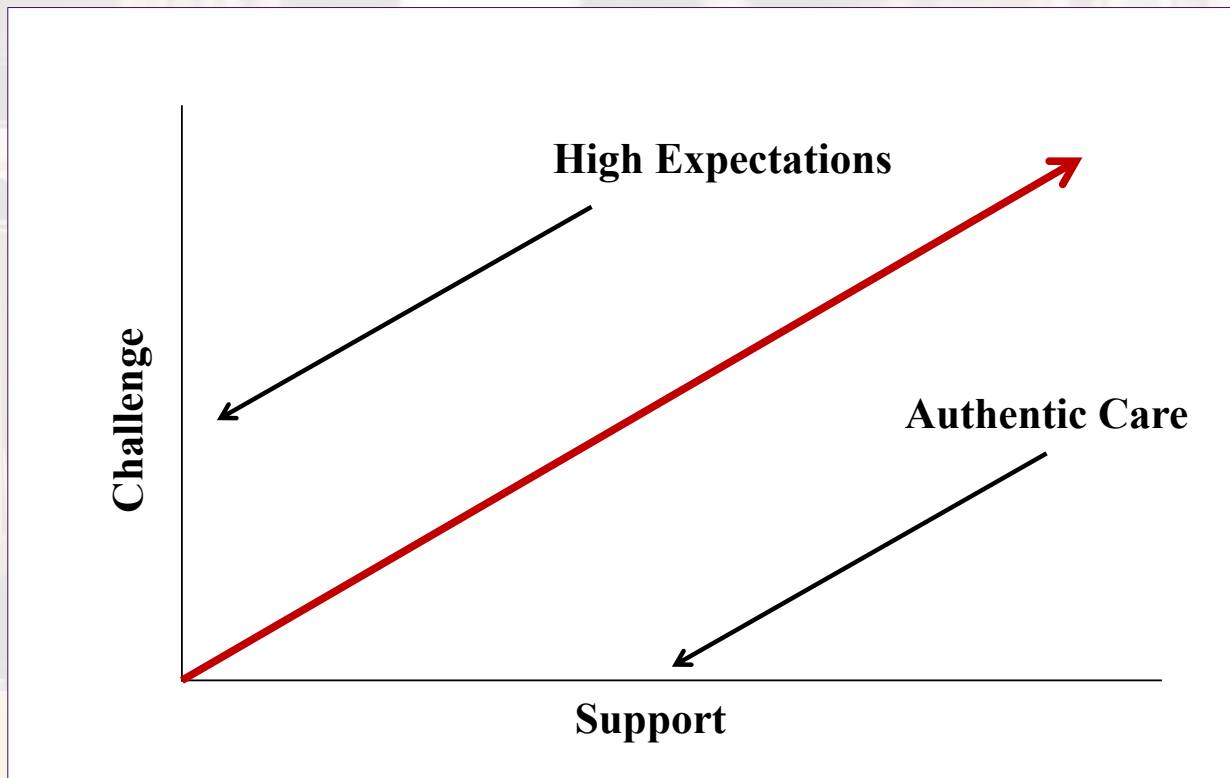
About the Strategies

- Based on nearly a decade of qualitative and quantitative research conducted by CCEAL with 100+ institutions across the U.S. and the published research on student success.
- All practices must be applied from an equity-minded institutional responsibility perspective (Bensimon, 2007)
- Some practices are overlapping; some are more applicable in a specific context (outreach, counseling, financial aid)
- Addresses key constructs of the SEO model



About the Strategies

- Goals is to obtain an “optimal balance” between challenge/support while conveying high expectations and demonstrating authentic care.





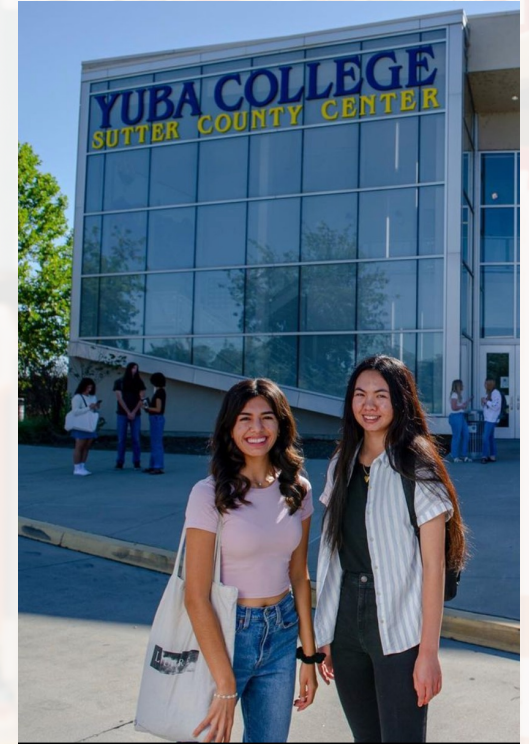
Be Intrusive





Be Relational





Be Culturally Relevant and Affirming

Be Equity-Centered



Be Race Conscious





Be Responsive



Be Validating

Be Empowering





Be Learner-Centered





Be Kind to Yourself