

STUDENT SERVICES
CORE FUNCTIONS

Equity Workshop

April 2, 2009 1:30 – 3:30pm
April 7, 2009 1:00 – 3:00pm

Expectations

- Define equity
- Identify current practices
- Strategize around new approaches

What's next?

Rules of Engagement

- Use "I" statements
- Create safe space
- Willingness to listen

Equity Documentation

- Share Out:

What documents across campus in various departments include the word equity?

Privilege Line

- Look around the room
- Our life and educational experiences place us at different positions
- Students also begin at different positions

Defining Equity

- Diversity and Equity are not the same
- No Institutional Definition of Equity
- Starting definition: Condition vs. Numerical

Equal vs. Equitable

- Equal education → everyone gets same amount of the same thing (i.e. per student expenditures, class size, retention, persistence, success, etc.). Thus, it attempts to provide same education to everyone, which is not equitable.
- Equitable education → refers to resource allocation based on context. It pays closer attention to the specific needs of a community.

Equitable Education

- Ladson-Billings (1994) defines it as a culturally relevant education designed to address the material conditions of students' lives while maintaining a high level of intellectual rigor.
- It encourages students to embrace the socio-cultural richness of the community as a resource, rather than as a barrier to be overcome.

Equitable Education

- Measurement of equitable education would require significantly greater attention to qualitative assessments to determine the specific needs of the community and how those are being met, or not met.
- Duncan-Andrade (2007) → "As it stands, we have an almost exclusive commitment to quantitative 'equal' assessments through state and national testing and measurement of the allocation of human and monetary resources."

Addressing Privilege: Table Exercises

- What did you think about the differences between the tables?
- How did you feel?
- What did you do and/or want to do?

Addressing Privilege: LMC Situations

- Identify a situation at LMC where issues of race, gender, class, disability, etc. affected you or students.
 - What did you think about the situation?
 - How did you feel about the situation?
 - What did you do and/or want to do about the situation?

Tying it all together

- 1) Diversity is not Equity
- 2) Institutional Definition of Equity
- 3) Condition vs. Numerical

Reflection

- Additional thoughts?
- We must all be active agents in addressing issues of equity

Closing Remarks

- Evaluation
- Thanks