



# BEYOND THE PLAN: Implementing Equity Efforts Across the Community in a Climate of Resistance

Promoting Diversity, Equity, and Inclusion  
at the University of Rhode Island

# Our Laboratory



The **Community College Equity Assessment Laboratory (CCEAL)** is a national research and practice lab that partners with community colleges to support their capacity in advancing outcomes for students who have been historically underserved in education, particularly students of color.

CCEAL houses the **Minority Male Community College Collaborative (M2C3)**.

CCEAL was developed to advance three objectives:

- **Research** - to conduct and disseminate empirical research on the experiences of historically underserved students in community colleges;
- **Training** - to provide training that improves practices and research relevant to students of color in community colleges; and
- **Assessment** - to use assessment and evaluation to facilitate capacity-building within community colleges.

# National Consortium on College Men of Color

## *About NCCMC*

- 132 Member Campuses
- 21 states represented
- 6 Affiliate Partners

## *Member Benefits*

- Monthly webinars
- Information Sharing Sessions
- Annual convening – the “Working Group”
- Assessment tools (CCSSI & MPACE)



## Affiliate Partners of CCEAL

*in support of the National Consortium on College Men of Color*



# Quantitative Assessment



## **Community College Success Measure (CCSM)**

for identifying factors influencing the success of underserved students

102 colleges  
10 states, 78,674 students

## **CC Instructional Development Inventory (CCIDI)**

to inform professional development programming for instructional faculty

120 colleges  
40 states, 2,789 instructional faculty

## **Community College Student Success Inventory (CCSSI)**

for determining an institution's readiness to support underserved students

40 colleges  
15 states

## **Male Program Assessment for College Excellence (MPACE)**

for examining the efficacy of programs serving college men of color

45 colleges  
24 states

# Why Equity and Diversity?

- Creating a more “just” world
- Increase student achievement and completion
- Increasing retention among diverse faculty
- Preparing students for an increasingly diverse global marketplace
- Preparing students to be better actors within an imperfect world

# Fall 2016 Representation of URI

	Caucasian	Black	Hispanic	Asian/PI	Native American	Other/Not Specified
Total Faculty	477	20	17	81	3	1
Faculty %	79.6%	3.3%	2.8%	13.5%	0.5%	0.2%
<b>RI State</b>	<b>73.3%</b>	<b>8.1%</b>	<b>11.1%</b>	<b>3.6%</b>	<b>1.0%</b>	<b>2.9%</b>

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	Caucasian	Black	Hispanic	Asian/PI	Native American	Other/Not Specified
Total Undergrad	10,484	755	1,434	490	32	1606
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# 2015 Report, 150% of Normal Time Completion (2009 Cohort)

	Caucasian	Black	Hispanic	Asian/PI	Native American	Other /Not Specified	Total
Women	68.7%	55.1%	54.3%	69.4%	-	72.8%	<b>67%</b>
<b>URI</b>							<b>63.2%</b>

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“Every system is perfectly designed to achieve the results it gets”

W. Edward Deming and Paul Bataldon



*“What the heck is wrong  
with these students?”*

*“Why aren’t they doing  
what it takes for them to  
be successful here?”*

*“What are we doing (or not doing) as a university, college, or department that results in our students not doing as well as they should?”*



# Institutional Responsibility

***“...funds of knowledge that place responsibility and accountability on the [educator] to become the institutional agent of [minoritized] student success”***

*Bensimon, 2007*

*Equity-Based, Funds of Knowledge*

# Do You Have a Plan?

If you fail to plan, you are  
planning to fail

– Benjamin Franklin

**...But Is It a Good Plan?**

“We have to stop shifting sand  
and get to the bedrock”

– Eric Bishop

# Key Definitions

## Equity

*“Ensuring that opportunities for marginalized groups to participate in an organization are the same as opportunities for non-marginalized groups, and creating opportunities for closing any gaps to participating and achieving within the organization”.*

*(CED Strategic Plan, p. 5)*

*Equity refers to a heightened focus on groups experiencing disproportionate impact in order to remediate disparities in their experiences and outcomes.*

# EQUITY-MINDED EDUCATORS . . . .

- are **cognizant** of exclusionary practices and systemic inequities that produce outcome disparities in educational contexts
- **attribute** outcome disparities to breakdowns in institutional performance rather than **exclusively** to student deficits or behaviors
- continuously **reflect** upon their roles in and responsibilities for student success
- **challenge** their colleagues to be equity-minded educators

Bensimon, 2007

# SIX DOMAINS OF INSTITUTIONAL EQUITY

1

## **Policies**

principles of action that are ratified by an institution to govern programs, matriculation, course delivery, and resource allocation.

2

## **Attitudes and Dispositions**

the way a person thinks and feels about a particular situation or a group of people.



# SIX DOMAINS OF INSTITUTIONAL EQUITY

3

## Politics and Power Dynamics

relationships and interactions between units and actors.

4

## Structure

the ways in which the institution is designed and arranged.

# SIX DOMAINS OF INSTITUTIONAL EQUITY

5

## **Institutional Culture**

the collective norms, rituals, values, and embedded patterns of behavior that create the essence of an institution.

6

## **Data Practices**

practices that shape how data are collected, analyzed, disseminated and used to inform institutional decision-making.

*Early in the 1970's, President John F. Kennedy Jr had visited NASA to tour the facilities. He reportedly asked a janitor, "What do you do here?" The janitor responded, "I'm here to help put an [American] on the moon."*

# 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

# TAXONOMY OF EDUCATORS' PERSPECTIVES

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

# TAXONOMY OF EDUCATORS' PERSPECTIVES

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Unwilling to employ practices (UW)	<p><b>30%</b></p> <p>The Resisters</p> <p><b>10%</b></p>	<p><b>15%</b></p> <p>The Defiant</p>

# A Multi-Tiered Strategy

## The Three E's

Type	Goal	Timeline	Mechanism	Delivery	Motivation
The Choir	<b>Empower</b>	1-2 mo.	Email, Fliers	Voluntary, Flexible	Intrinsic and Affirmation- Based
The Allies	<b>Educate</b>	2-4 mo.	Direct Referrals, Phone Calls, Emails with Follow-ups	Voluntary, Flexible but convenient	Social Justice, Equity-Based, Moral Arguments
The Resisters (Passive)	<b>Encourage</b>	3-12 mo.	Department Meetings, Convocation, All Faculty Days	Intrusive, Direct	Compliance, Funding, Organizational Priority, Recognition, RTP, Release Time
The Resisters (Active)	Redirect				
Defiant	Redirect				

# Common Barriers



# Institutional policies and practices that directly conflict with equity goals

- “We don’t offer professional development for classified staff.”
- “Adjunct faculty are not required to attend faculty meetings or office hours because they are not compensated for them.”
- “Students are not allowed to see a counselor without making an appointment in advance.”

1

## Policies

## Deficit perspectives

- “Student aren’t prepared, serious, committed, focused, etc.”
- “English refuses to participate in the equity discussion. They feel like equity means lowering standards by making it easier for students to pass classes.”
- “I am not sure what you expect me to do. These students have too much drama in their lives. I am a faculty member, not a social worker!”

## Attitudes and Dispositions

**Censoring dialogue about race and racial equity**

## Racist stereotypes

- “Most students of color are not serious about education. They are only here for sports or the financial aid.”
- “We tried to hire a minority faculty member but we could not find one who was qualified.”

## Poor conceptualization of equity/conflating equity with equality

- “Everyone should receive the same thing.”
- “Why are we only focusing on men of color? They are such a small part of our population.”

## Attitudes and Dispositions

### Reluctance

“I’m just not going to do this”

“You can’t make me do this, I’ll go to the union, senate, or [my cousin]”

## Territorialism between academic and student services

- “Why is student services leading this initiative? It should be led by academic affairs.”
- “This would be an amazing program for students but it would require significant collaboration between academic affairs and student services. I don’t think we could do it right now.”

## Politics and Power Dynamics

### Lack of leadership capacity to advance equity

- “Our advisory board doesn't really care about equity.”
- “Our Dean really wants to support this but she’s an interim right now and can’t push too hard.”

## Equity is not embedded in the strategic plan

### Turnovers in leadership

- “Our previous Chair was really effective in advancing our equity agenda, but he left to take a position at another university.”

## Structure

### Built Environment

- “Our part-time faculty don’t have offices.”
- “We all share one office space.”

## **A commitment to equity not embedded in institutional structures and practices.**

- “All of our equity work takes place in [name that program].”

## **Resources constraints**

- “Yeah, we’d really like to do that but we don’t have the money/space/people to do it.”
- “We can only offer this support while we have diversity funding.”

## **Structure**

### **Transportation/Parking**

- “We have very limited student parking. If they want to park on campus they need to arrive by 8am.”
- “We don’t have good public transportation to get on campus.”

## Too “activity focused”

- “We’re doing this, and this, and this, and [10,000 other things that are loosely connected if at all].”

## Over-commitment to the status quo (esp. extant programming)

- “We have had our mentoring program for years. Now that we have diversity funding, can we get some more money for it?”

## Data Practices

**Institutional researchers are not collaborative and/or sees their roles as “gatekeepers”**

**No inquiry to inform planning and action**

**Not disaggregating students’ outcomes data by race/ethnicity and gender**

**Data that are not “generalizable” or collected from a large sample are treated as unreliable**

**Overreliance on quantitative data sources**



# Some Next Steps

- Be student-centric, no success without “student success”
- Continuous involvement from key campus leaders
- Set targets for improving disproportionate impact (DPI) groups for each department
- Set a standing division agenda item focused on the progress of DPI groups
- Engage in ongoing, collective sense-making at the campus and unit-level
- Be intrusive, reach the populations that need to be reached



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