SAN DIEGO STATE UNIVERSITY

Designing Equity Focused College's for Today's Students

J. Luke Wood, Ph.D.

J. Luke Wood, Ph.D.

Pronouns: He/Him/His

Associate Vice President for Academic Affairs
Chief Diversity Officer
Dean's Distinguished Professor of Education

San Diego State University
Indigenous Residence: Kumeyaay

luke.wood@sdsu.edu

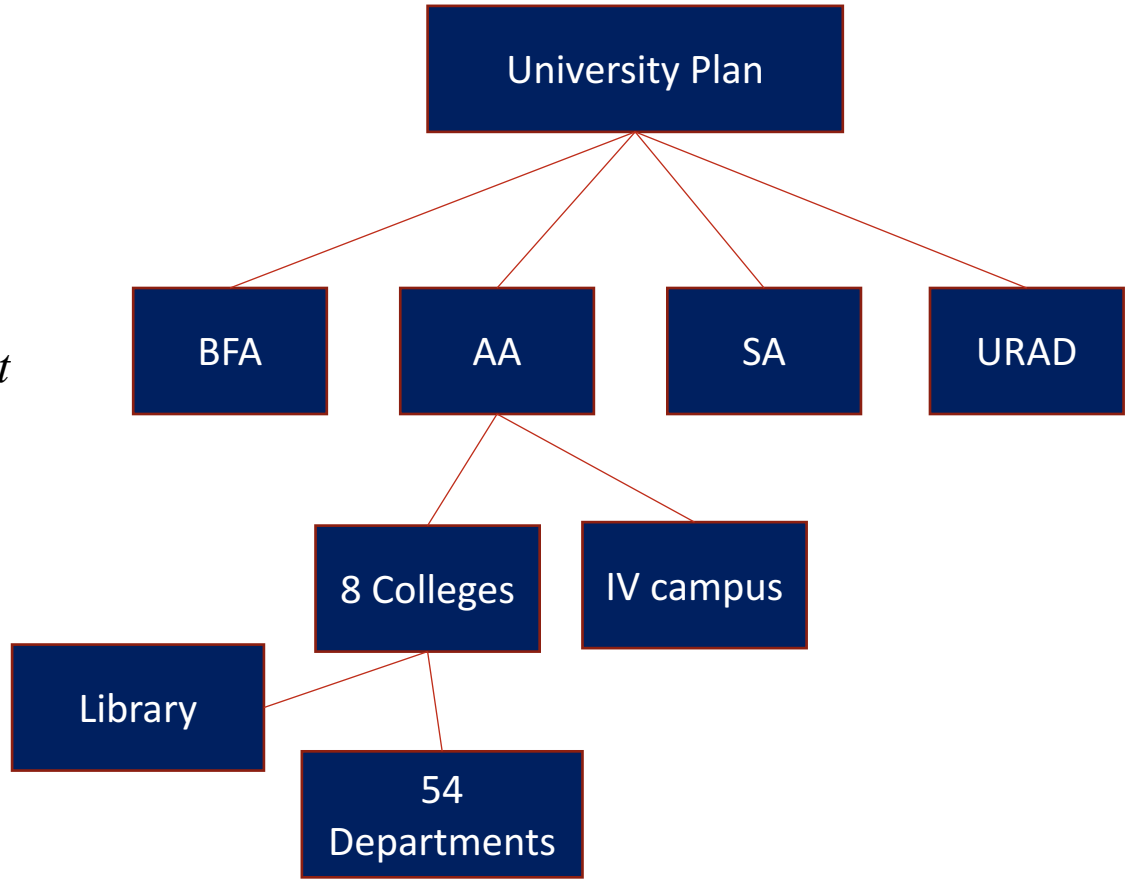
Adela de la Torre
President of San Diego State University

INITIATIVES: Diversity Strategic Planning

Resolution to Require Academic Units to have a Diversity Plan (Amended after Senate Meeting on 2/6/18)

LET IT BE RESOLVED, that San Diego State University creates a campus-wide diversity plan and that all academic and administrative units/divisions also create individual diversity plans that are congruent with the University plan. The University shall provide training and support for developing these plans. This requirement shall be in place by the year 2020.

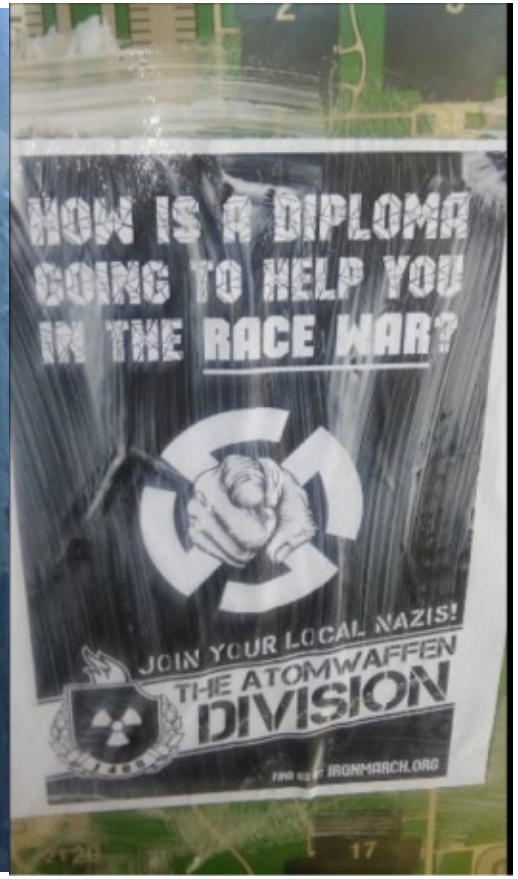
- Timeline
- Importance
- Support



What are some of the challenges?

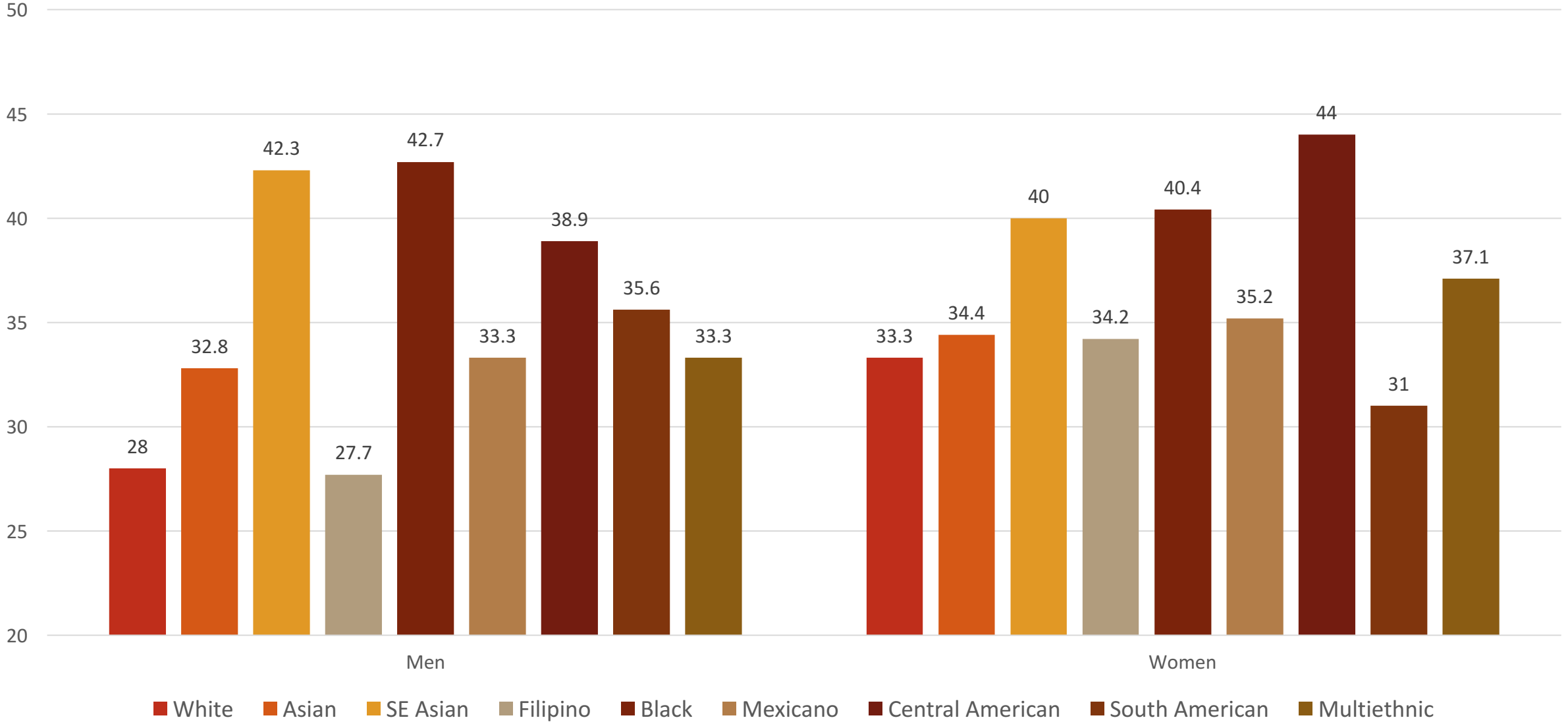
Hostile Campus Racial Climates

- **Rise in Hate in the Era of Trump**
  - Faculty members showing up to graduation with “Make America Great Again” hats.
  - Hate propaganda (fliers, posters, speech).



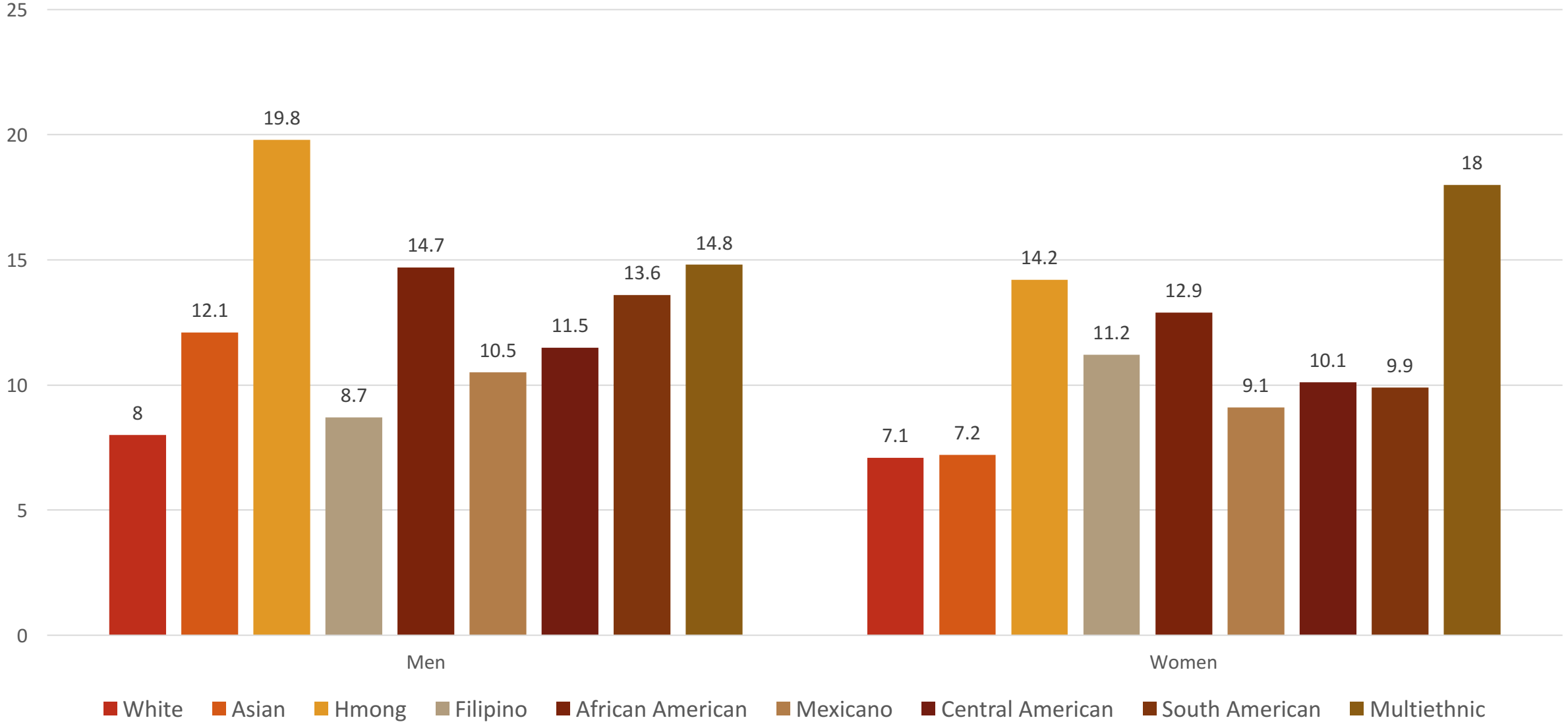
Housing Insecurities

Percentage of students by race and gender with housing insecurities, CCSM 2018



Food Insecurities

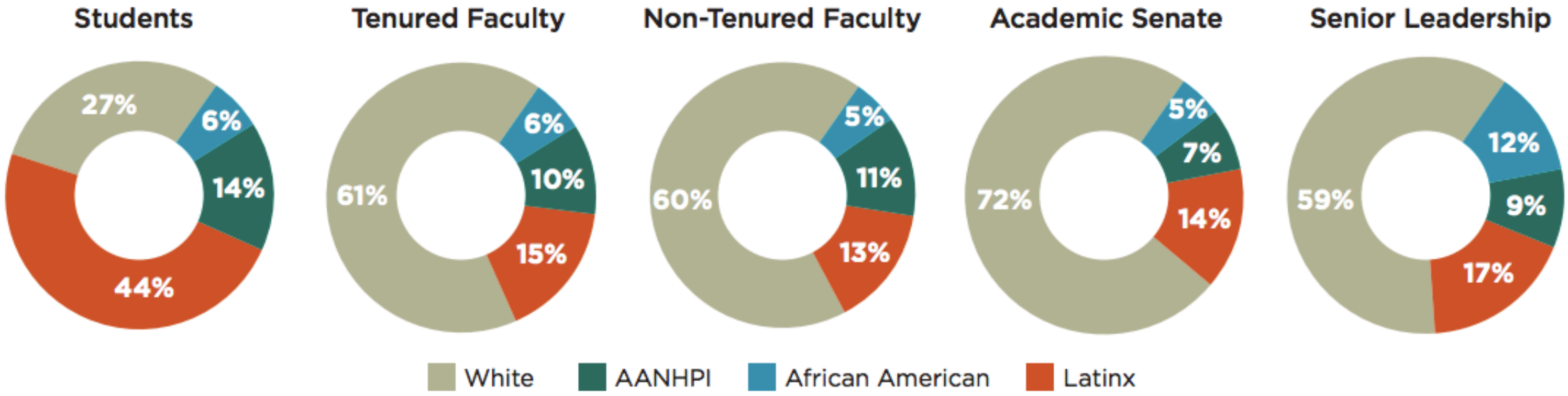
Percentage of students by race and gender with food insecurities, CCSM 2018



Left Out Report (*Campaign for College Opportunity*)

CALIFORNIA COMMUNITY COLLEGES

EXECUTIVE SUMMARY FIGURE 7: Campus Faculty and Leadership Diversity at the California Community Colleges, by Race and Ethnicity, 2016-17

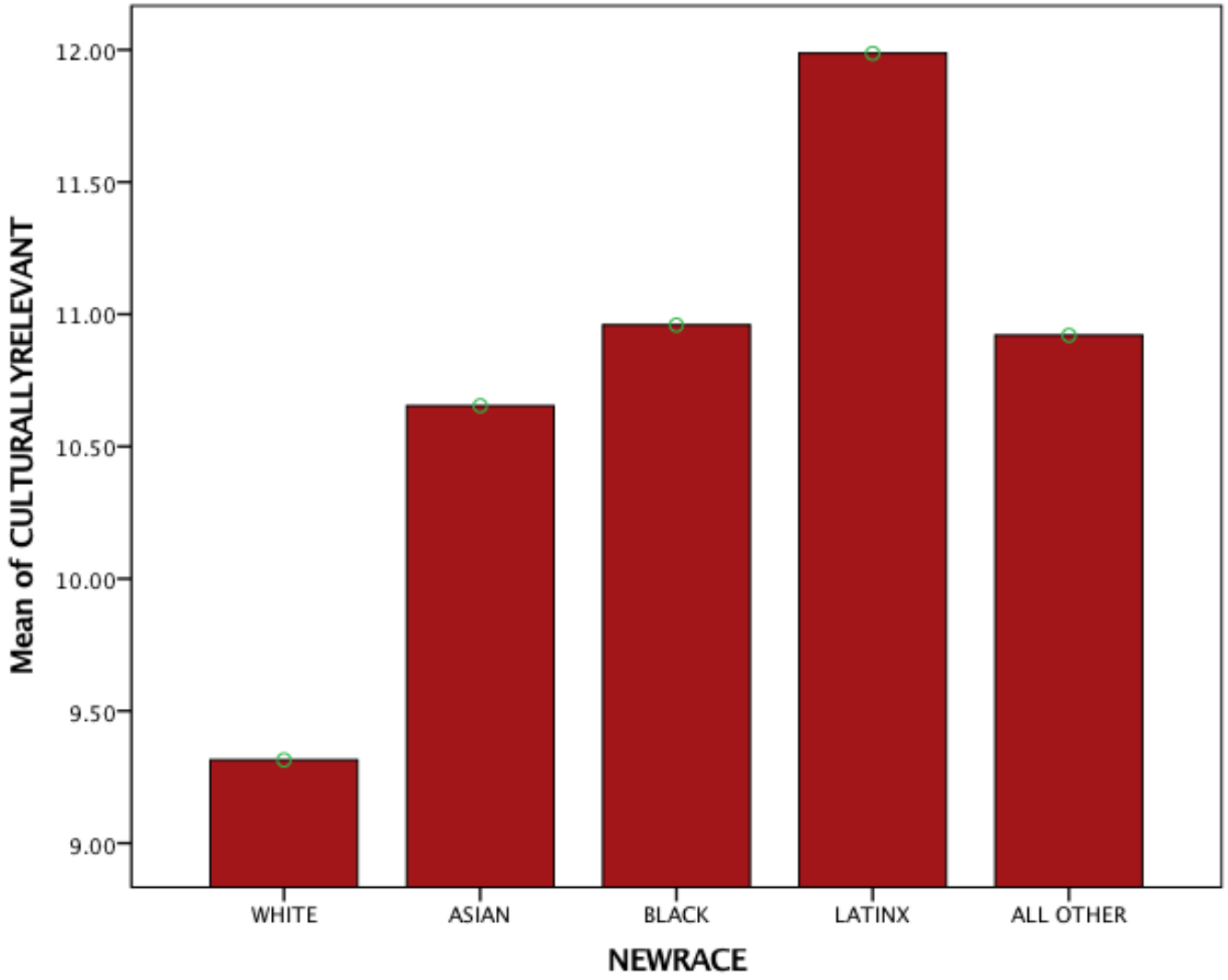


Sources: CCCCO Data Mart and individual campus websites, 2016
Note: Numbers will not always add up to 100% since these charts do not include "Other" or "Unknown" categories.

Culturally Relevant Teaching

Connecting the curriculum to the lives and cultures of students (empowering) (countering)

- Address bias and stereotypes
- Recognize intellectual contributions of diverse people.
- Connect rigorous course content to themes that are relevant to the lives, issues, and experiences of students.
- Employ content that expresses differing viewpoints on the same topic.



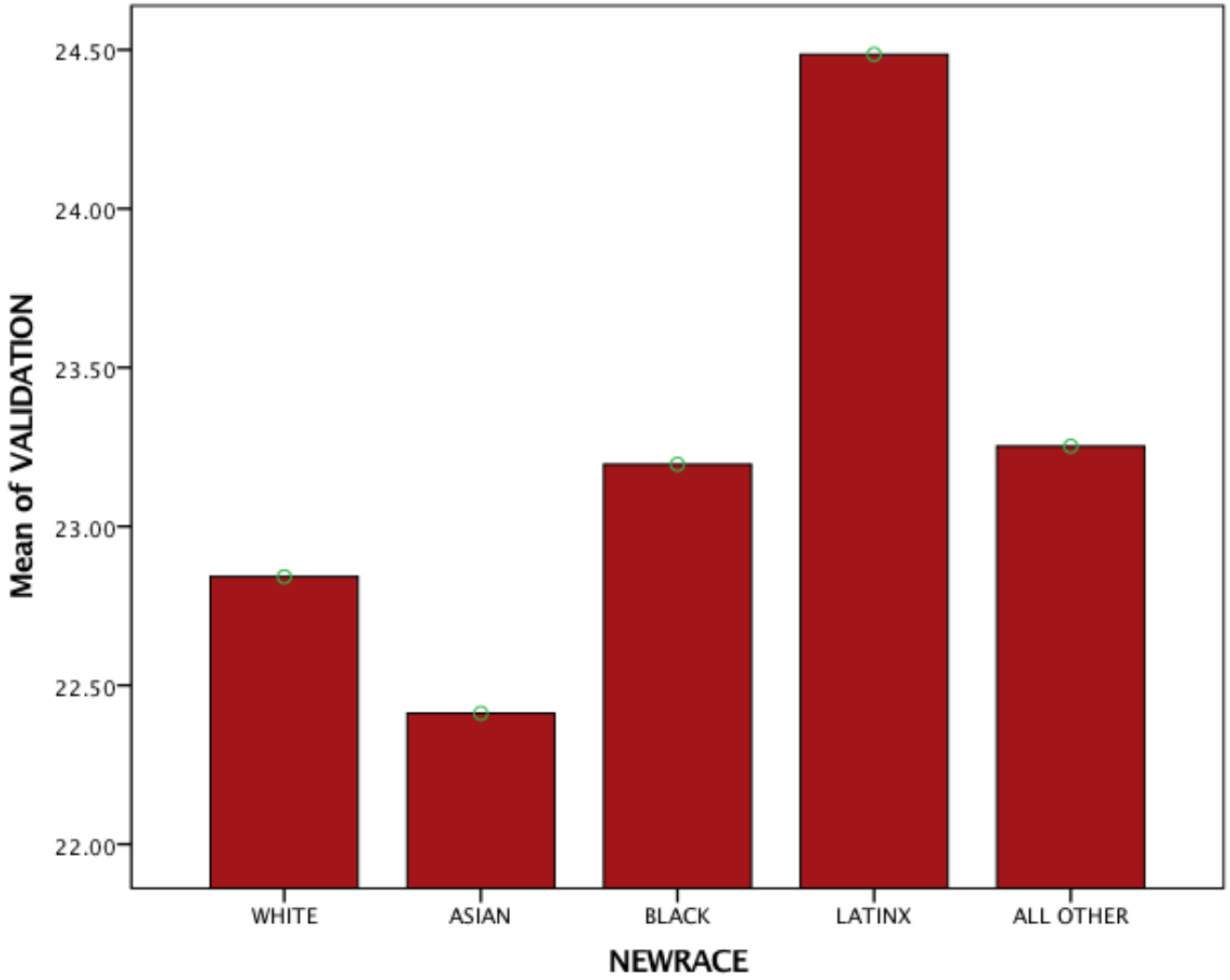
Validating Messages

Messages of encouragement that affirm students abilities and effort.

Practices that validate students in tangible and task specific ways:

- Work ethic
- Resilience
- Intelligence
- Engagement

"you have the ability to do the work"
"you will succeed in college"
"keep working hard, you got this"
"I believe in you"

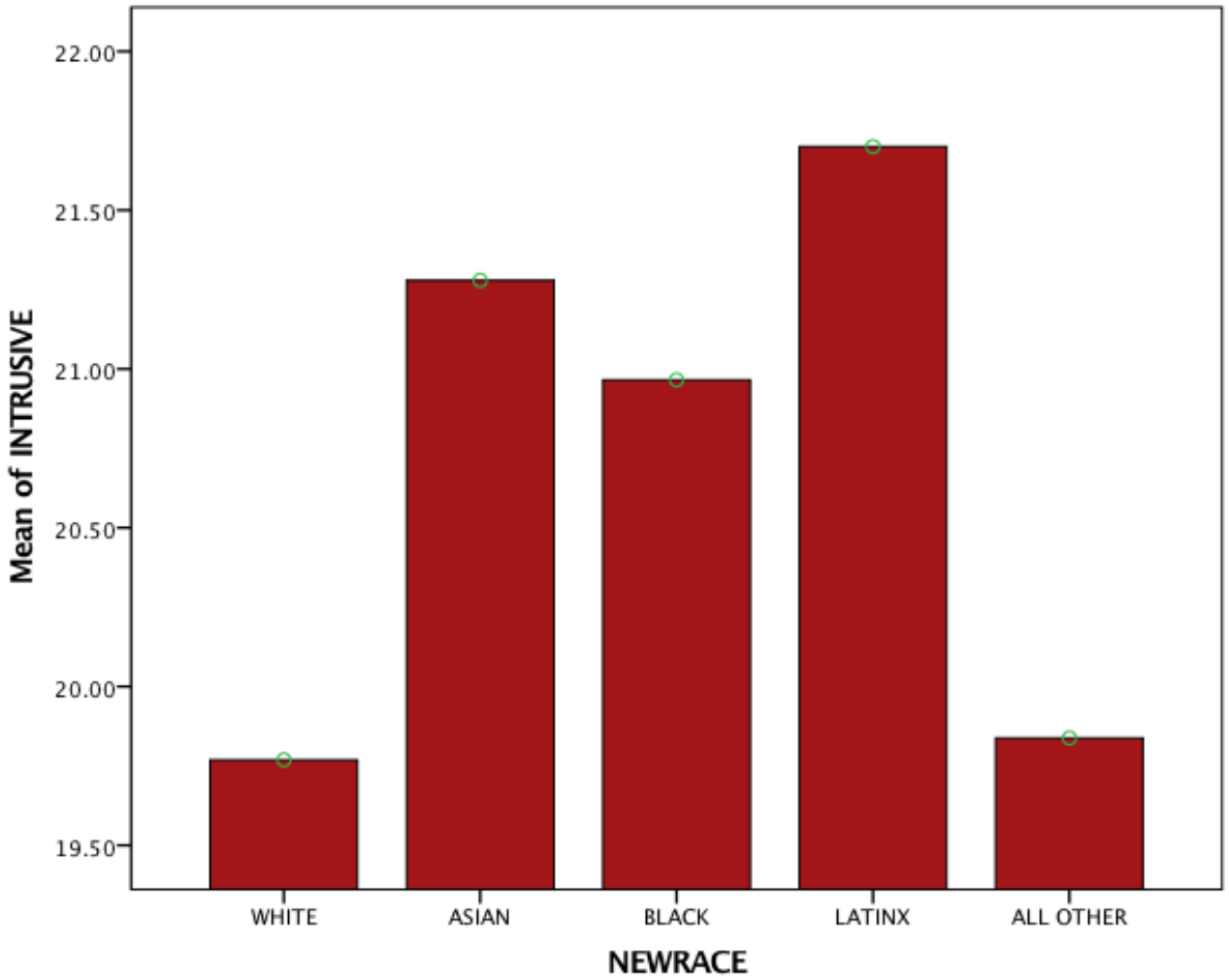


Intrusive Relationships and Teaching

Being intrusive in building relationships and providing support

Directly targets concerns around help-seeking

- Facilitate connections with colleagues for support services and resources
- Proactively provide academic support and guidance for students who are underperforming
- Require the use of supplemental academic supports
- Require conferencing, one-on-one or in small groups



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?

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 us to hire diverse faculty. I mean, I’m not against that or anything – I’m just want to make sure that we maintain quality.”

INSTABILITY: “We had an amazing Dean of Education who was an equity champion, but she left to be provost at another college.”

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

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

EXCEPTIONALISM: “We aren’t like the other colleges in the State. We have the highest rate of students continuing into high quality graduate programs.”

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

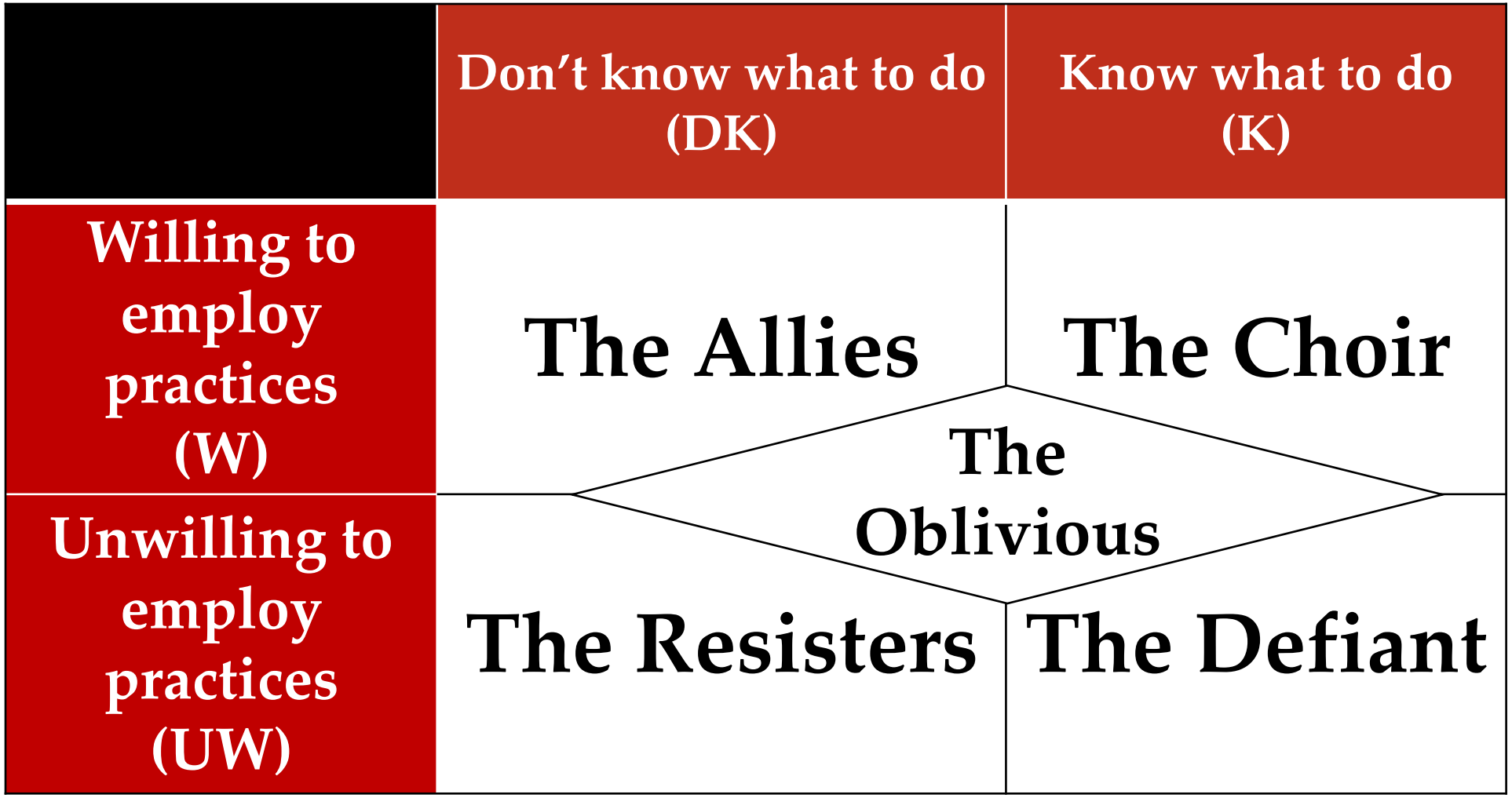
Harris III & Wood

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

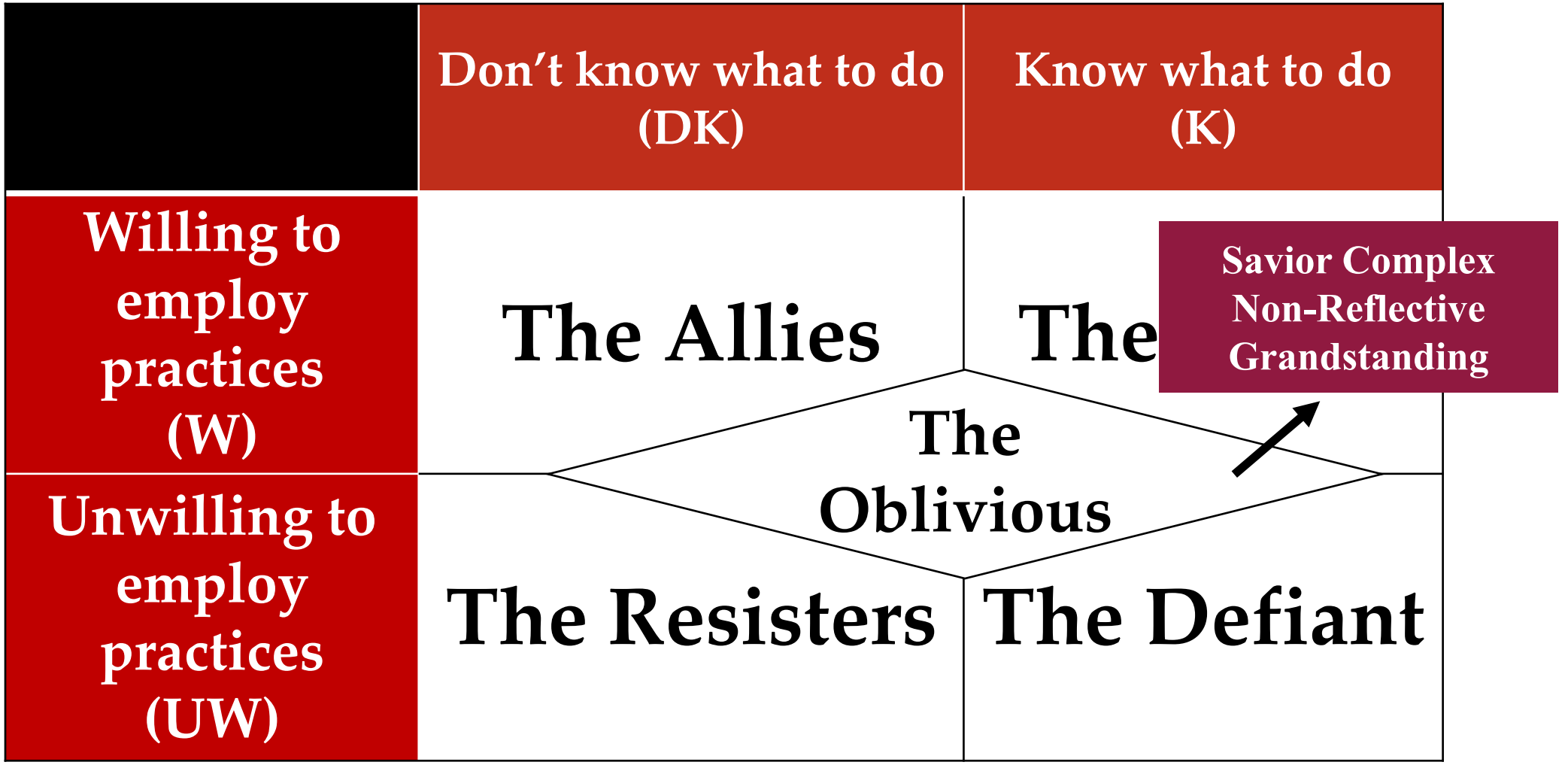
Harris III & Wood

Taxonomy of Educators' Perspectives



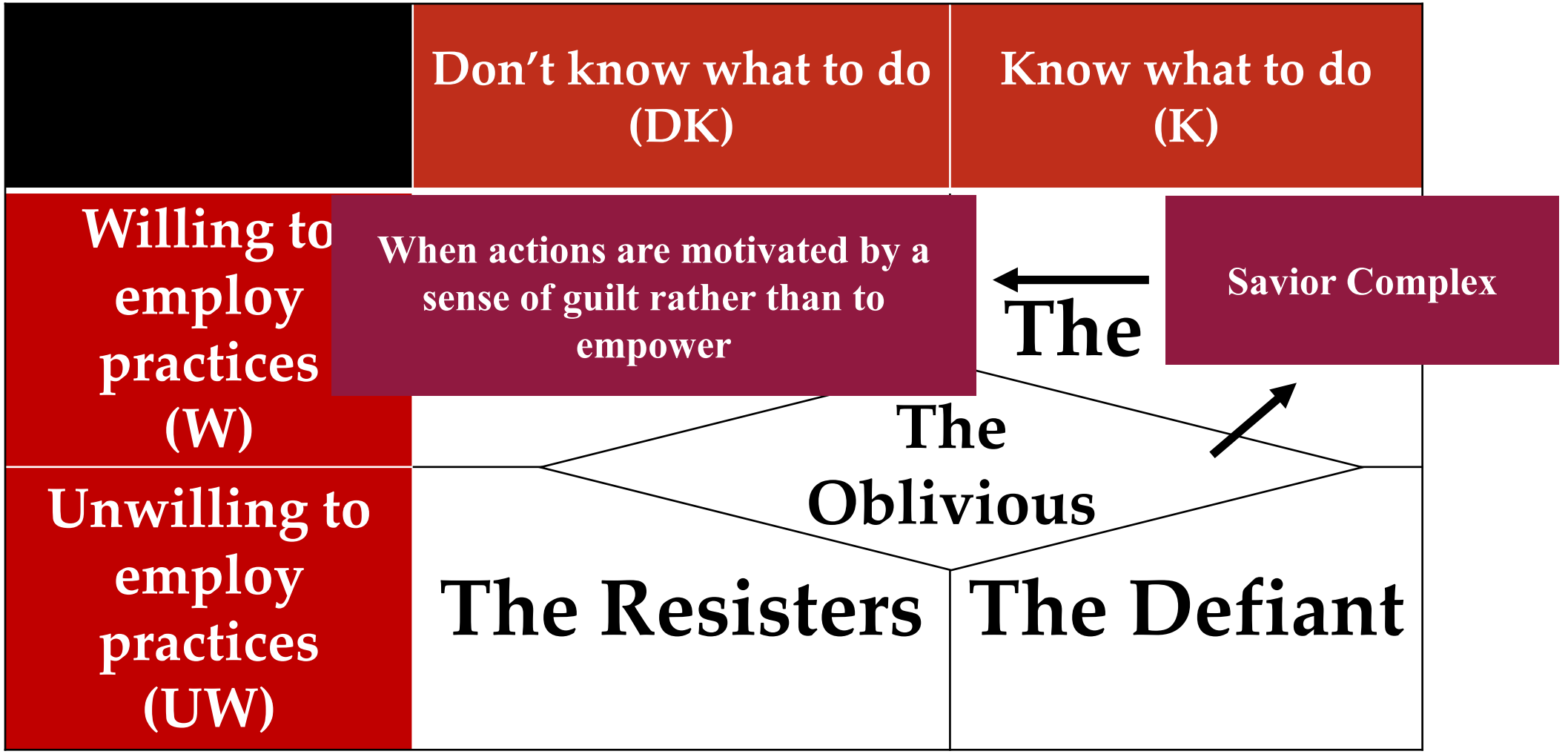
Harris III & Wood

Taxonomy of Educators' Perspectives

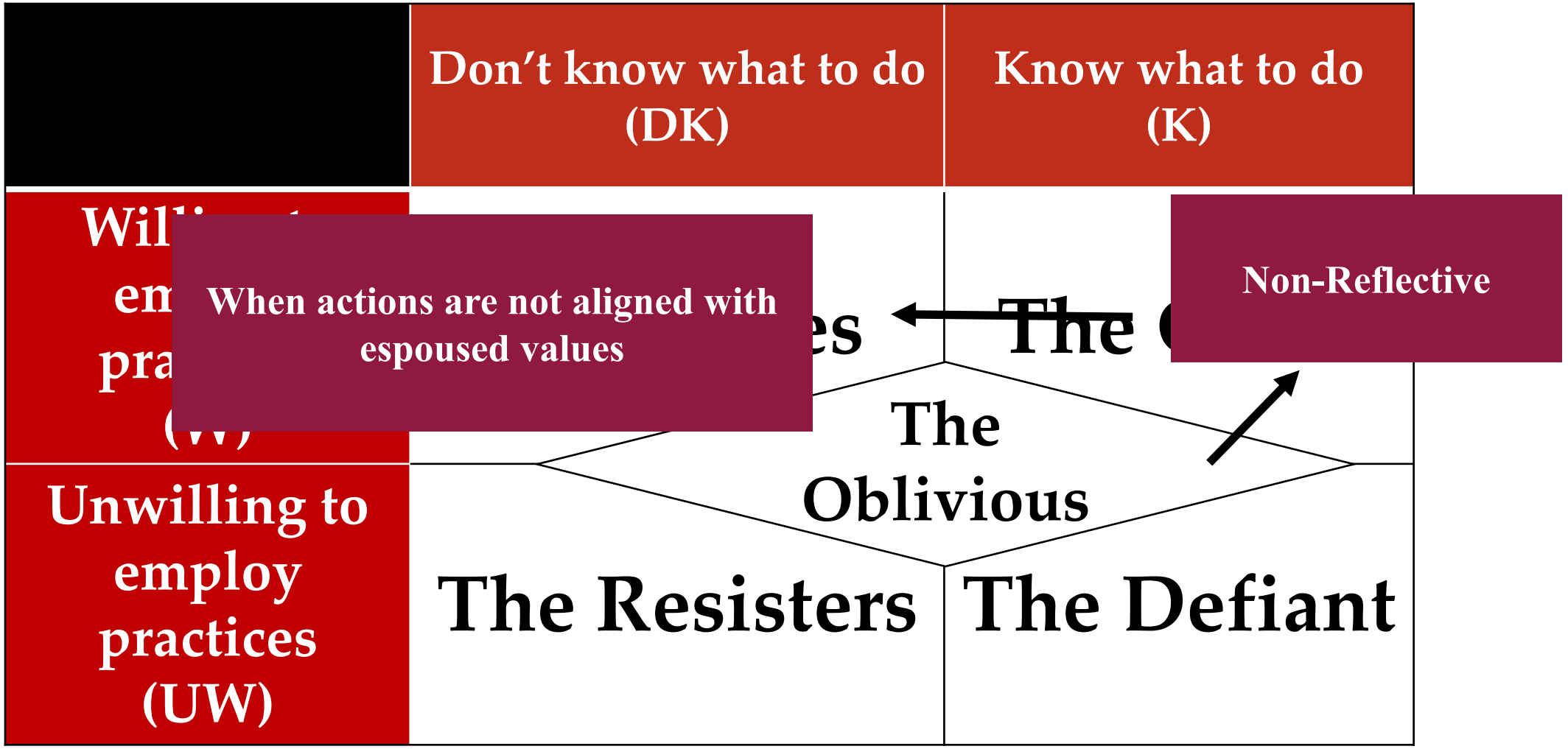


Harris III & Wood

Taxonomy of Educators' Perspectives

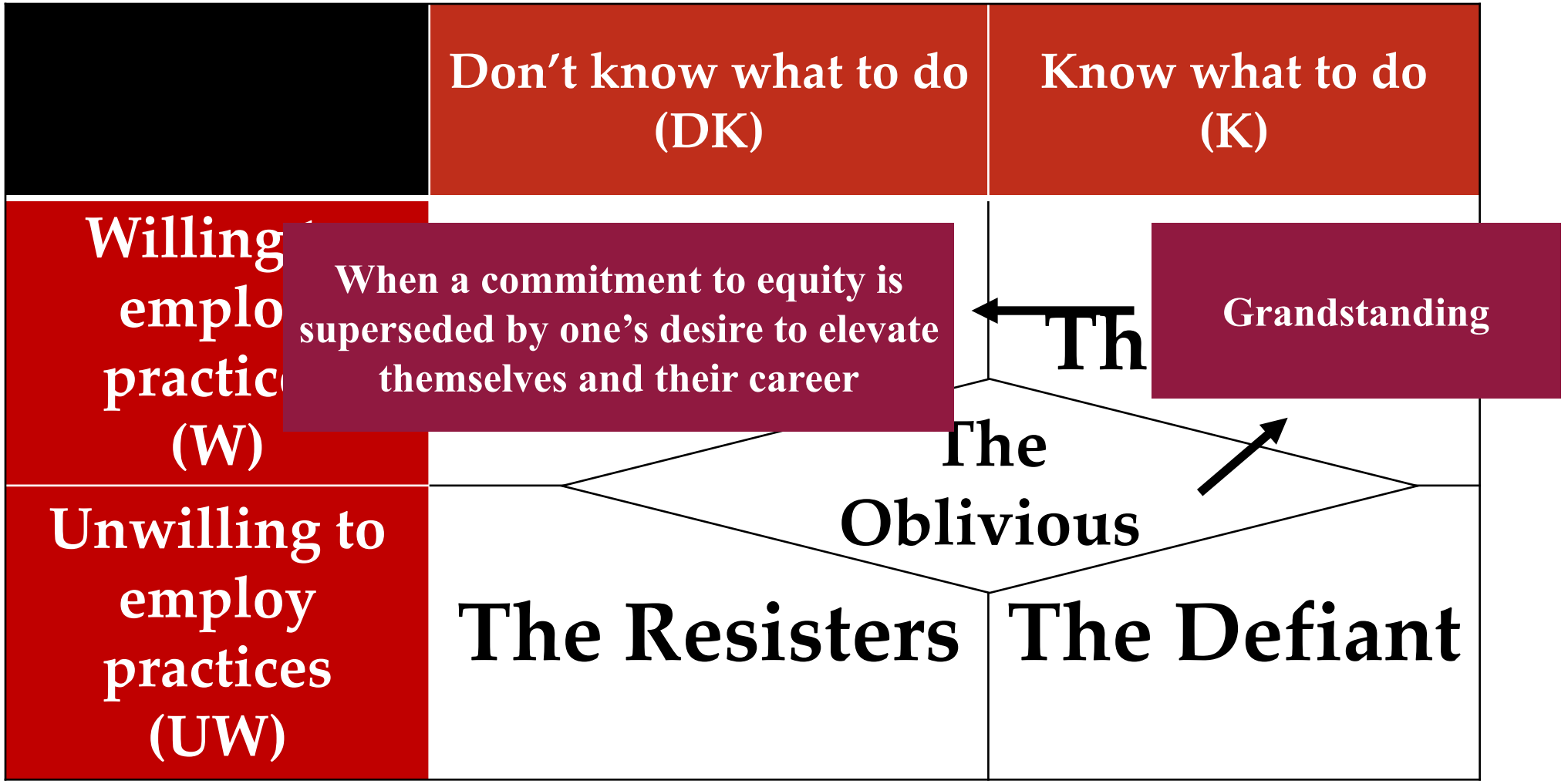


Taxonomy of Educators' Perspectives



Harris III & Wood

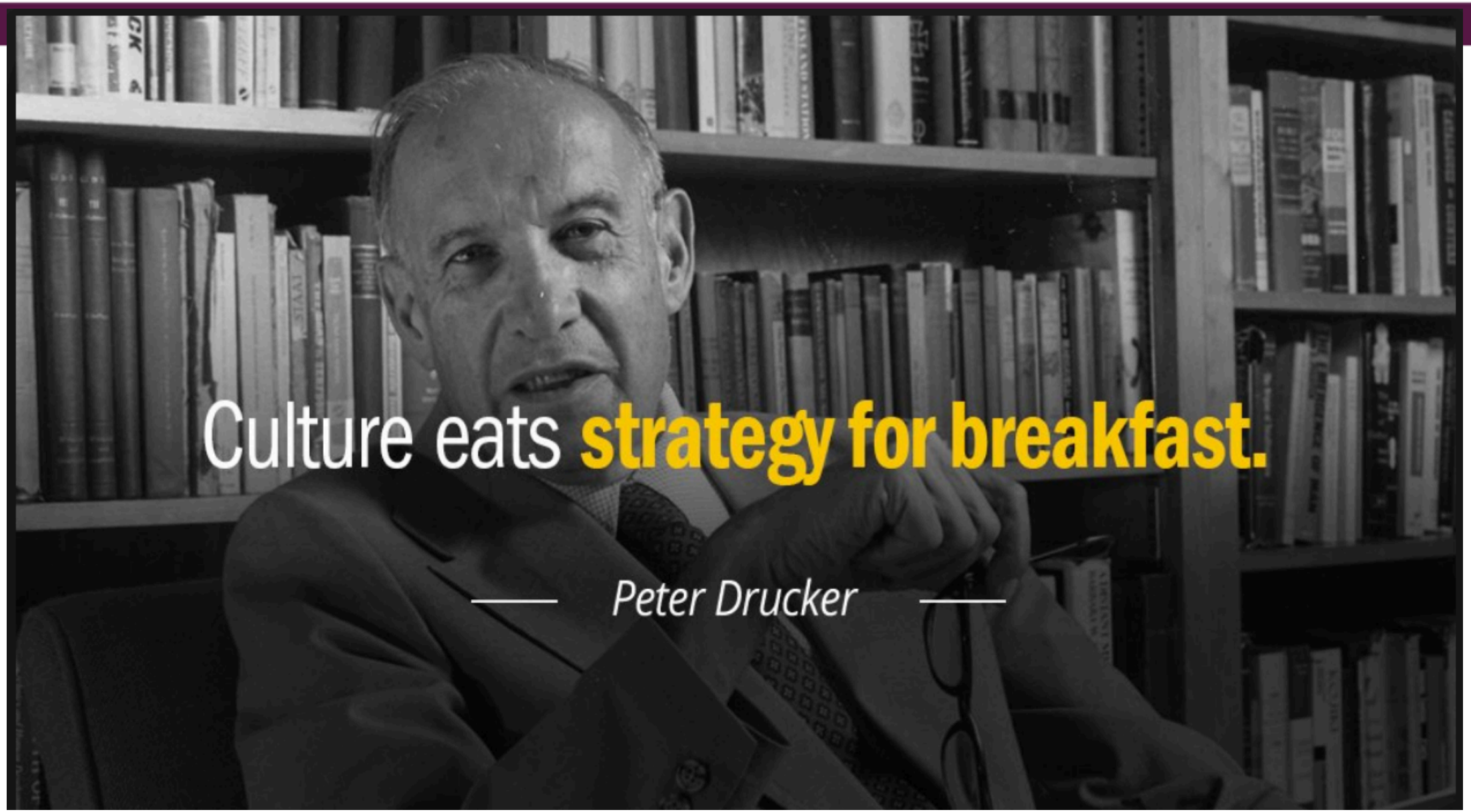
Taxonomy of Educators' Perspectives



Harris III & Wood

Taxonomy of Educators' Perspectives

Type	Goal	Timeline	Mechanism	Delivery	Motivation
The Choir	**Empower**	1-2 mo.	Email, Fliers	Voluntary, Flexible	Intrinsic and Affirmation-Based
The Allies	**Educate**	2-4 mo.	Direct Referrals, Phone Calls, Emails with Follow-ups	Voluntary, Flexible but convenient	Social Justice, Equity-Based, Moral Arguments
The Oblivious	**Enlighten**	1-6 mo.	Personal conversations, conveying humility	Voluntary, Flexible but convenient	To Save (i.e., "they have the answer), Guilt, Public Image
The Resisters (Passive)	**Encourage**	3-12 mo.	Department Meetings, Convocation, All Faculty Days	Intrusive, Direct	Compliance, Funding, Organizational Priority, Recognition, Tenure, Release Time
The Resisters (Active)	Redirect				
Defiant	Redirect				


Culture eats strategy for breakfast.
Peter Drucker

Institutional Equity Taxonomy

	CULTURE	
STRATEGY		

CCEAL
THE COMMUNITY COLLEGE EQUITY ASSESSMENT LAB

Institutional Equity Taxonomy

Institutional Equity Taxonomy

CULTURE

STRATEGY

- Equity Planning
- **Professional Development**
- Data Disaggregation
- **Equity-Minded Hiring Practices**
- Food Pantries
- Supplemental Instruction

Institutional Equity Taxonomy

	Equity Deprived Culture (DC)	Equity Enriched Culture (EC)
	DC	EC
	DC	EC

CCEAL
THE COMMUNITY COLLEGE EQUITY ASSESSMENT LAB

Institutional Equity Taxonomy

	Equity Deprived Culture (DC)	Equity Enriched Culture (EC)
Strategy (S)	**DC** **S**	**EC** **S**
No Strategy (NS)	**DC** **NS**	**EC** **NS**

CCEAL
THE COMMUNITY COLLEGE EQUITY ASSESSMENT LAB

Institutional Equity Taxonomy

	Equity Deprived Culture (DC)	Equity Enriched Culture (EC)
Strategy (S)	Conventional College	People's College
No Strategy (NS)	Colonial College	Unintentional College

CCEAL
THE COMMUNITY COLLEGE EQUITY ASSESSMENT LAB

How to Advance Equity

- **Assess** the institution's disposition towards equity
- **Align** strategies with culture
- Foster an **incentive-based** structure for buy-in
- **Embed** efforts within a policy infrastructure

CCEAL
THE COMMUNITY COLLEGE EQUITY ASSESSMENT LAB

How to Advance Equity

- Develop a transparent **vision** for the campus culture
- Engage in **strategic messaging** to align values and priorities
- Embed **tangible** indicators of equity through the institution
- Create shared **accountability** for a commitment to equity

CCEAL
THE COMMUNITY COLLEGE EQUITY ASSESSMENT LAB

SAN DIEGO STATE UNIVERSITY

Designing Equity Focused College's for Today's Students

J. Luke Wood, Ph.D.