Disrupting Inequity in the Academy

Crafton Hills College Convocation

January 12, 2023

'OUR ANCESTORS' DREAMS COME TRUE'
- DEB HAALAND

The Complex Reality of Race in the Academy

Crafton Hills College Recognized as 2021 Equity Champion for High Rates of Latinx Student Transfer

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News and Public Relations

December 2021

November 2021

October 2021

September 2021

August 2021

June 2021

May 2021

As an evolving equity-minded leader I am committed to fostering a culture of inclusivity as we examine our traditions and practices at Crafton Hills College. I approach this work of equity and anti-racism vulnerable to the idea that I do not have all of the answers.

Being an equity-minded educator today means recognizing that we can no longer be satisfied with the status quo of our current student outcomes. We need to act with intention to identify and remove the systemic barriers that have been allowed to take root in our organization, while building on the strategies and actions that have created success for all students.

*Our institution thrives on innovation. Our passion for student success combined with our willingness to embrace this important work can create the change needed to serve **ALL** students.*

Dr. Kevin Horan, President
Crafton Hills College

Inequity
"An unfair distribution of material and non-material access and opportunity resulting in outcome and experience differences that are predictable by race...or dimensions of identity."
- Paul Gorski

# Course Success Disaggregation by Ethnicity, Crafton Hills College, Fall 2021

Overall Course Success Rate 74%

Ethnicity	Success Rate
American Indian/Alaskan Native	59%
Asian	81%
Black/African-American	63%
Filipino	82%
Latinx/Hispanic	70%
Multi-Ethnicity	74%
Pacific Islander	59%
Unknown	71%
White Non-Latinx/Hispanic	79%

Source: CCC Chancellor's Office MIS Data Mart
https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Historic Inequality in U.S. Education

- Founded on a racialized and classist vision of education and employment

- Designed to cultivate and sustain inequity

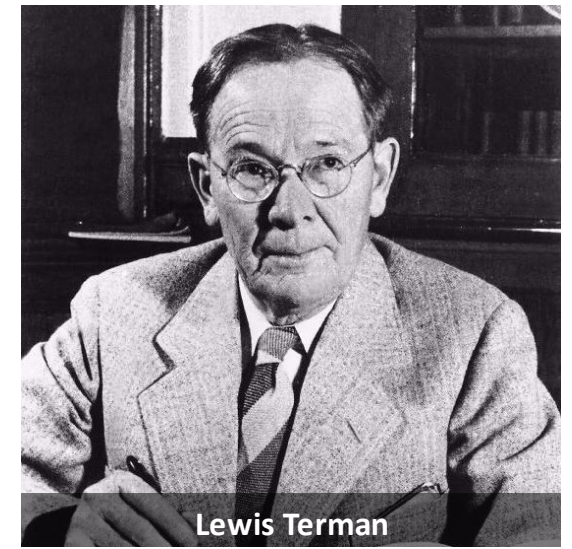- Drives other systems and structures, thereby perpetuating inequality

RSSC
SHOW UP.
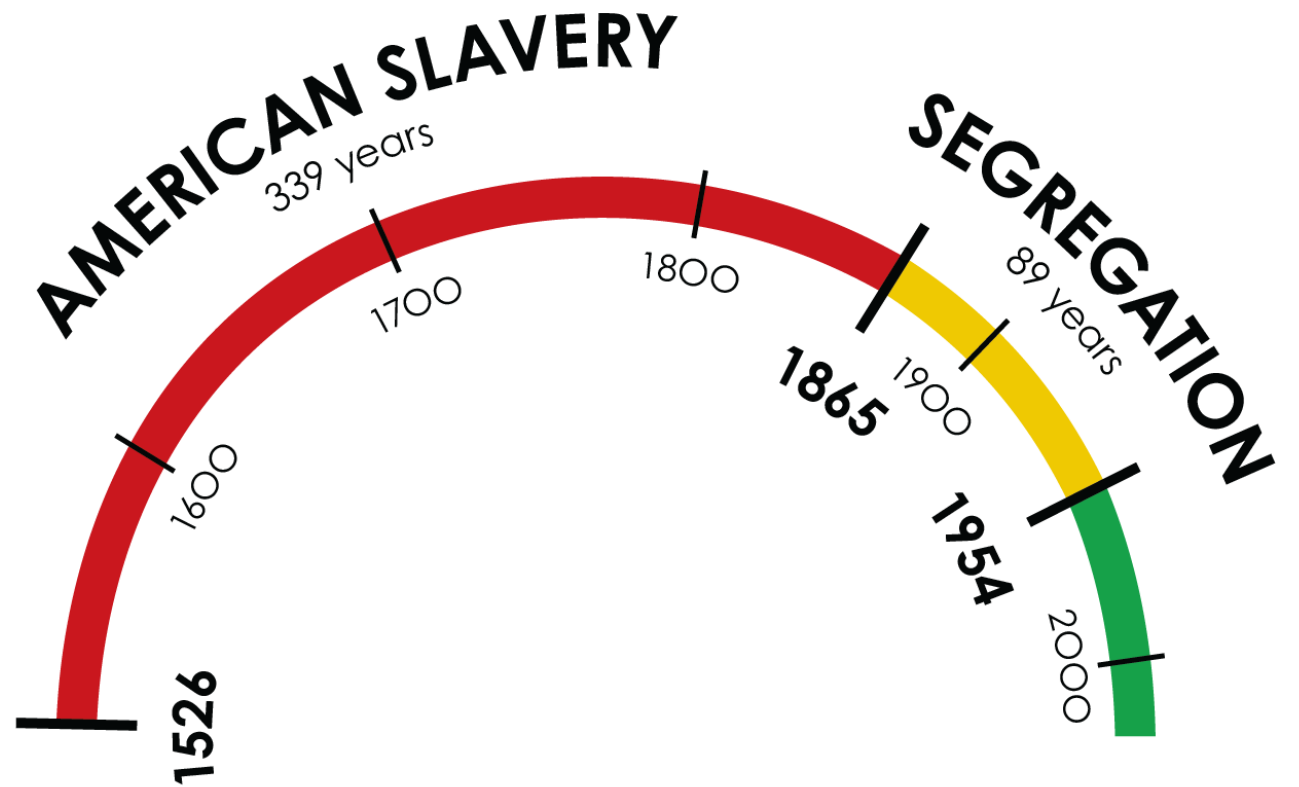DIFFERENTLY.
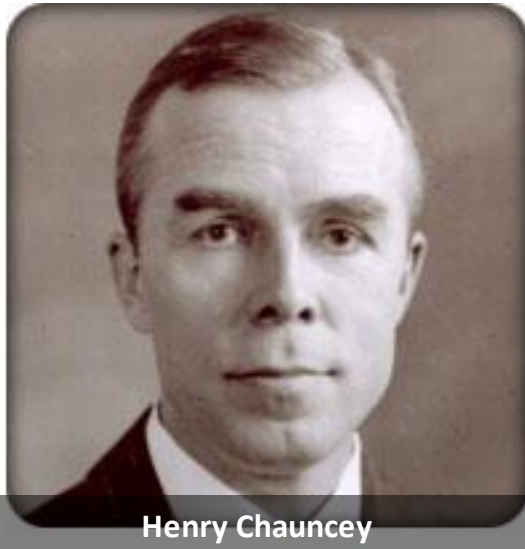
Henry Chauncey

James Conant

Carl Brigham

Lewis Terman

Testing Built on Ideology of Eugenics

- Widely used in US system of Education

- Incorporated in current practices

- Continues to have devastating impact on people of color in terms of access and success in US educational system

- One of the primary tools of disenfranchisement and exclusion

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Centuries of Legally Sanction Oppression

AMERICAN SLAVERY

339 years

SEGREGATION

89 years

1526
1600
1700
1800
1865
1900
1954
2000

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White Students are now a minority in US public education yet 80% of the teachers are white, middle income women.

Tracy Edge

- Anthropology
- 2 years
- Transferring to Cal State San Bernardina
- Wants to be a faculty member at Crafton Hills College

RSSC
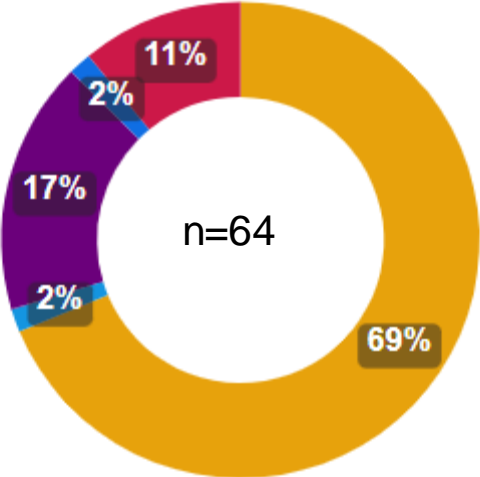SHOW UP.
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Generation Alpha

Faculty and Staff Diversity Supports Student Success

- Faculty and staff diversity increases the ability to integrate multicultural and culturally responsive pedagogy into teaching practices.

- "Learning and engagement are inextricably bound, and students from all racial and ethnic backgrounds are more likely to be engaged when faculty expose them to multicultural perspectives."

- *Success Center for California Community Colleges, Literature Review on Faculty, Staff, and Student Diversity, May 10, 2019*

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2022 Student Headcount by Race
Crafton Hills College

Tenured Faculty by Race

n=64

11%
2%
17%
2%
69%

Temporary Faculty by Race

10% 2%
6%
18%
60%
4%
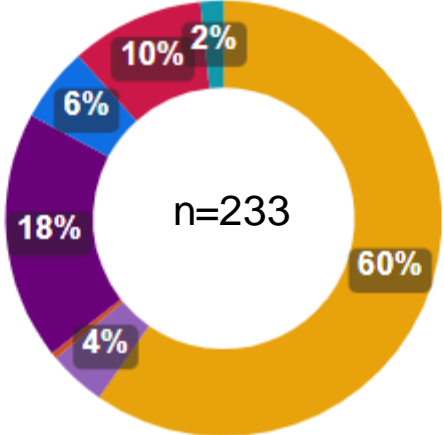
Classified Professionals by Race

n=124

7% 1%
5%
31%
53%
2%
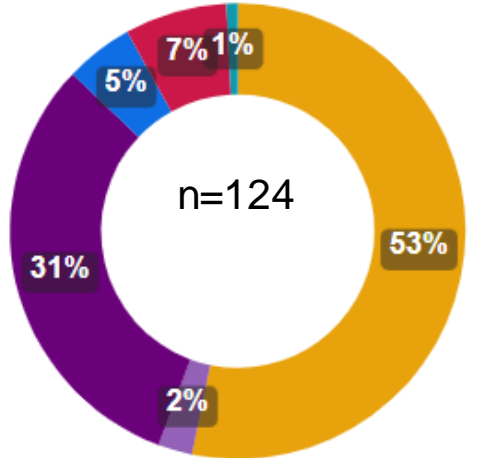
College Administrators by Race

n=4

25% 25%
50%

Student Headcount (n=7,488):
18 (0%)
363 (5%)
301 (4%)
166 (2%)
2301 (31%)
3841 (51%)
62 (1%)
17 (0%)
419 (6%)
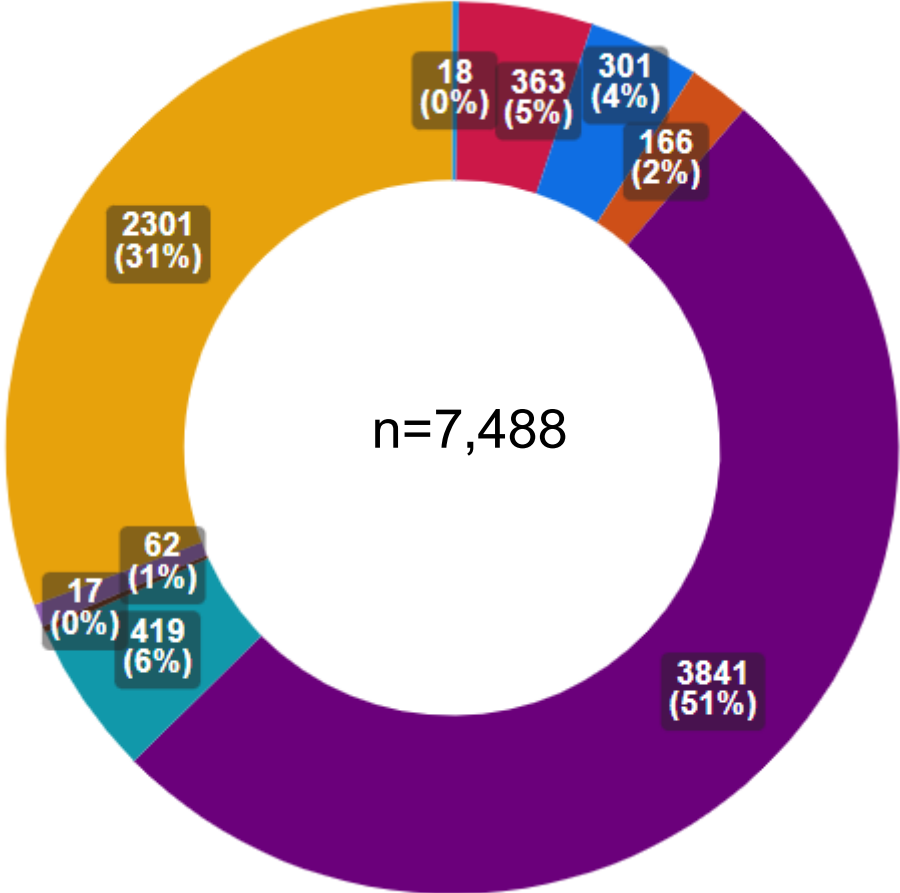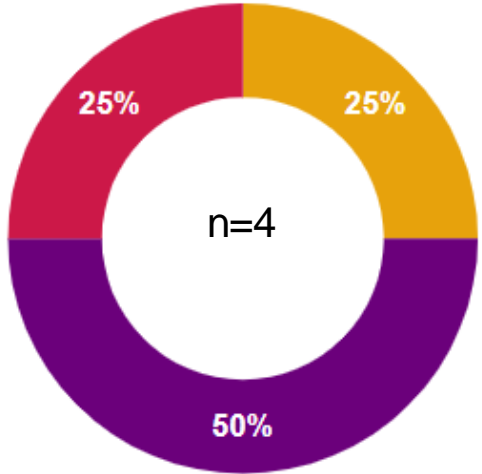
Ethnicity ● American Indian/Alaskan Native ● Asian ● Black/African-American ● Filipino
● Latinx/Hispanic ● Multi-Ethnicity ● Pacific Islander ● Unknown ● White Non-Latinx/Hispanic

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THE STATE OF HIGHER EDUCATION
for **Black Californians**

India Norwood, Graduation, 2019

In 2018-19, six CA Community Colleges had zero Black faculty members

Figure 33. California Community Colleges, Students per Faculty Member of Same Race
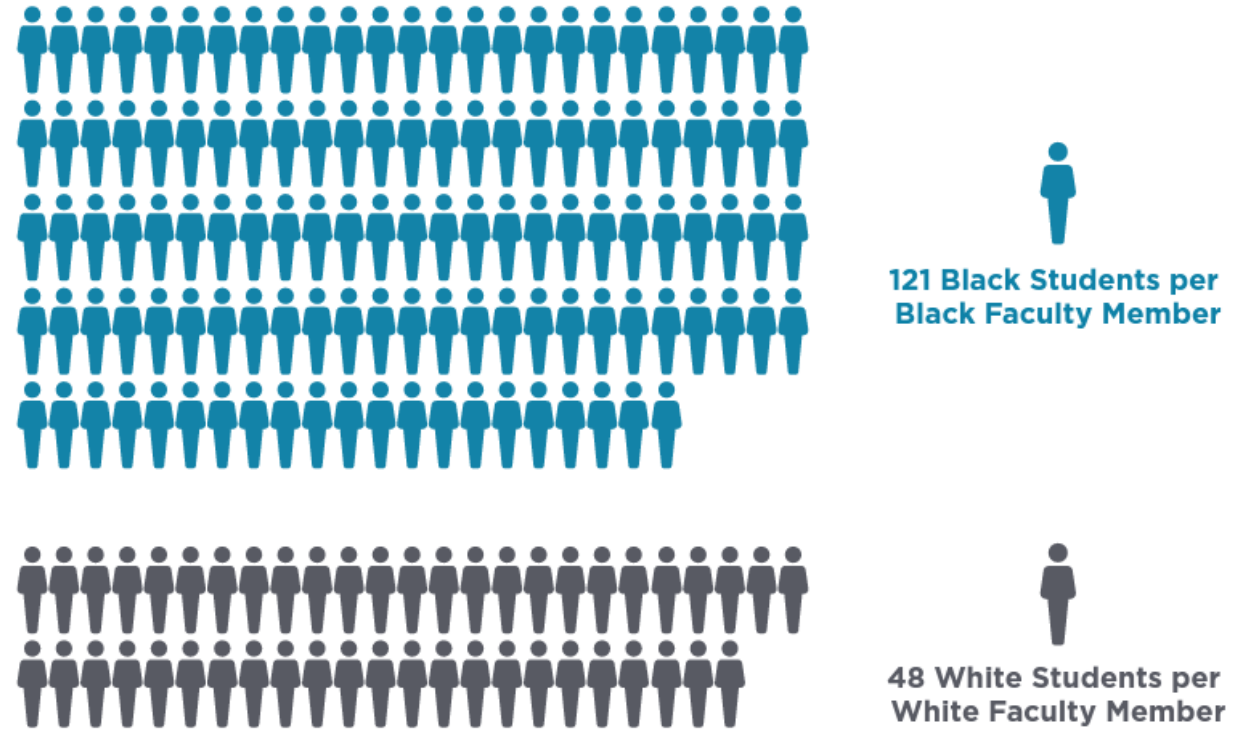
121 Black Students per Black Faculty Member

48 White Students per White Faculty Member

Source: National Center for Education Statistics; Integrated Postsecondary Education Data System (IPEDS); Full-time instructional staff by academic rank, faculty and tenure status, race/ethnicity, and gender (Fall 2018) and 12-month unduplicated head count by race/ethnicity, gender, and level of student (2018-2019). Available from: https://nces.ed.gov/ipeds/use-the-data

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In 2018-19, CA Community Colleges had 59% White faculty compared to 16% Latinx faculty

STATE OF HIGHER EDUCATION
Latinx Californians
Art by Jose Ramirez @joseramirezart
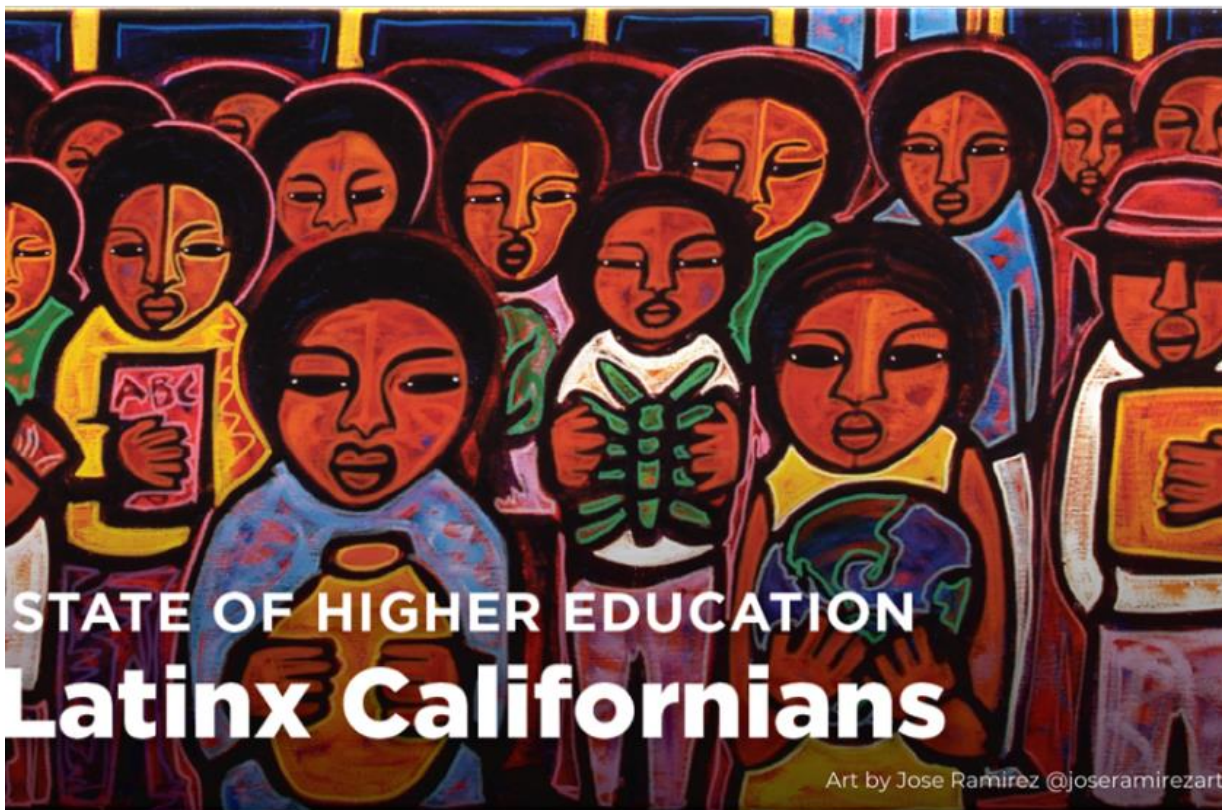
CALIFORNIA COMMUNITY COLLEGES

Figure 37. California Community Colleges, undergraduate students per faculty member of the same race

304 Latinx Students per Latinx Faculty Member

48 White Students per White Faculty Member

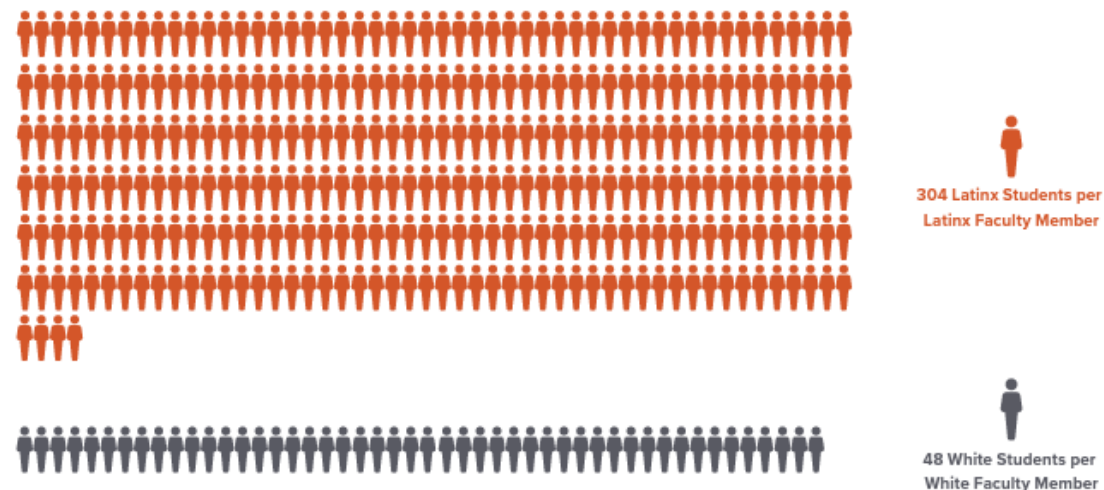Source: National Center for Education Statistics; Integrated Postsecondary Education Data System (IPEDS); Full-time instructional staff by academic rank, faculty and tenure status, race/ethnicity, and gender (Fall 2018) and 12-month unduplicated head count by race/ethnicity, gender, and level of student (2018-2019). Available from: https://nces.ed.gov/ipeds/use-the-data

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Become an Anti-racist Institution

- Comprehensive DEI prof development program
- Diversify faculty
- Collect, share, and access equity resources
- Create a safe environment to engage
- Stop hiding behind the bureaucracy
- Use your positions of influence and consequence
- Invest in diversity, racial and equity literacy and development
- Audit policies and processes for structural racism
- Disaggregate and consume data

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Centering Students By De-centering Whiteness In The Academy, Classroom, and Services

- Curriculum Trauma is the ways in which educational institutions damage students and impede student success from matriculation to graduation." *Abdimalik Buul, Kisha Quesada and Ebony Tyree, 2022 Academic Senate for California Community Colleges*

- …It devalues the student experience and makes them feel that must assimilate in order to be useful or worthy…stereotype threat. *(Steele C.M. and Aronson, J. 1995)*
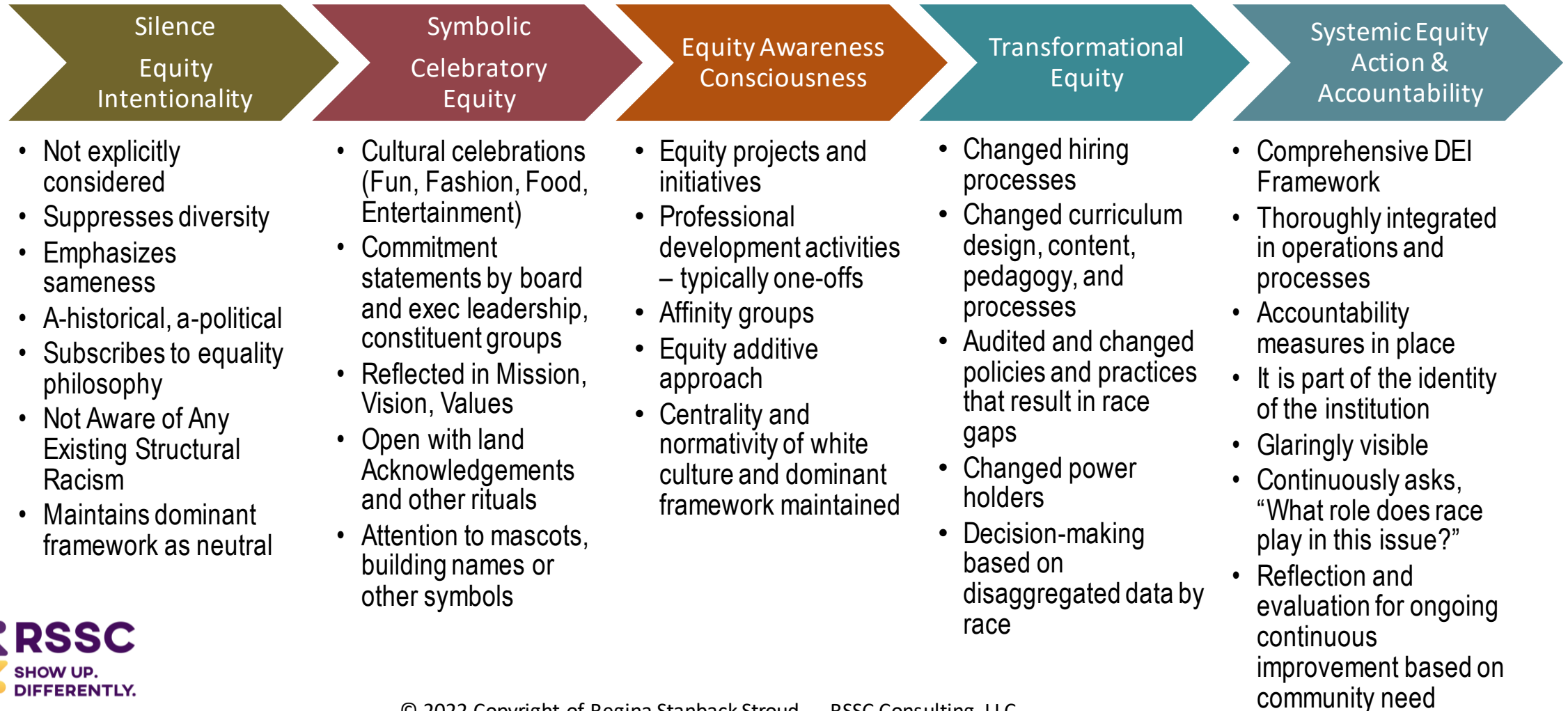
Culture and Climate

- Comprehensive Diversity, Equity, Inclusion and Belonging framework

- Racial Climate

- Culture of Support, Affirmation, Validation and Belonging

- Mission, Vision, and Values -

- Common DEI Language

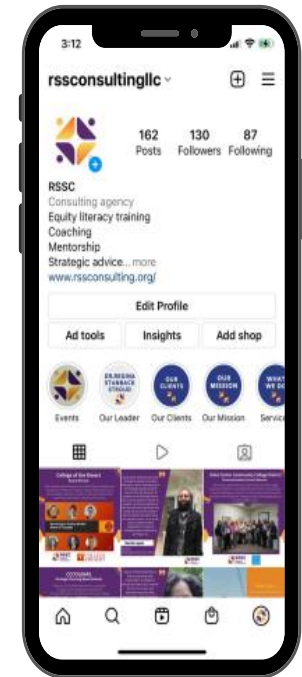- DEI in Accountability Systems

Scale of Equity Engagement

Silence Equity Intentionality	Symbolic Celebratory Equity	Equity Awareness Consciousness	Transformational Equity	Systemic Equity Action & Accountability
• Not explicitly considered • Suppresses diversity • Emphasizes sameness • A-historical, a-political • Subscribes to equality philosophy • Not Aware of Any Existing Structural Racism • Maintains dominant framework as neutral	• Cultural celebrations (Fun, Fashion, Food, Entertainment) • Commitment statements by board and exec leadership, constituent groups • Reflected in Mission, Vision, Values • Open with land Acknowledgements and other rituals • Attention to mascots, building names or other symbols	• Equity projects and initiatives • Professional development activities – typically one-offs • Affinity groups • Equity additive approach • Centrality and normativity of white culture and dominant framework maintained	• Changed hiring processes • Changed curriculum design, content, pedagogy, and processes • Audited and changed policies and practices that result in race gaps • Changed power holders • Decision-making based on disaggregated data by race	• Comprehensive DEI Framework • Thoroughly integrated in operations and processes • Accountability measures in place • It is part of the identity of the institution • Glaringly visible • Continuously asks, "What role does race play in this issue?" • Reflection and evaluation for ongoing continuous improvement based on community need

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thank
you

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