

# 10 more Campus Diversity Training Workshops

Prepare, Excite & Engage  
Trainers to Improve  
Inclusion Efforts

*Volume 2*



## **PAPERCLIP COMMUNICATIONS**

125 Paterson Avenue, Little Falls, NJ 07424  
Ph: 973.256.1333 • F: 973.256.8088  
www.paper-clip.com • info@paper-clip.com

Copyright 2020

Written by Becky Falto, Director of Residence Life and Housing at Vaughn College of Aeronautics and Technology,  
Vanessa Phelan, Higher Education Writer and Julie Phillips, Managing Editor at PaperClip Communications

Edited by Julie Phillips  
Design by Amy Oliveira

Reproduced or retransmitted under license by PaperClip Communications.  
License expires one year from date of purchase.

PaperClip Communications does NOT provide legal advice, and this document should be considered general information only. The answers to legal questions generally hinge upon the specific facts and circumstances. Individuals with specific questions should contact that institution's legal counsel.



# Equity vs. Equality

## What Is the Difference?

Though equality and equity are sometimes used interchangeably, the words have very different meanings with major implications for student success. As the Association of American Colleges and Universities (AACU) puts it:

*“Equality is about sameness; it focuses on making sure everyone gets the same thing. Equity is about fairness; it ensures that each person gets what he or she needs.”*

If we divide resources at higher education institutions equally, students who had access to well-funded K-12 education and social connections are advantaged. For example, a white, third-generation college student, Becky, who took an AP Calculus course in high school will be better prepared for calculus in college than a first-generation college student and Latina, Rosa, whose high school did not offer AP Calculus. Becky’s parents might help her navigate the transition into college, while Rosa might navigate that transition alone.

If a higher education institution looked at these students with an equity lens, it might provide Rosa with an advisor who would help her with the college transition and a faculty member who recognizes that Rosa is battling some structural inequity and works closely with her to track progress. Equity requires recognizing the unique needs of different populations and taking steps so that everyone can succeed.

**Sources:** <https://www.aacu.org/sites/default/files/StepUpLeadEquity.pdf>; <https://bit.ly/2rSIUMe>

### Inequity and College Degrees

The percentage of high school graduates aged 25-29 who earned a bachelor’s degree or higher:

- Asian/Pacific Islander: 51%
- White: 35%
- Black: 21%
- American Indian/Alaskan Native: 17%
- Hispanic/Latinx: 15%

**Source:** <https://www.aacu.org/sites/default/files/StepUpLeadEquity.pdf>

### Inequity & Student Loan Debt

Women earn 57% of the bachelor’s degrees awarded at higher education institutions in the United States, but:

- Hold 66% of outstanding debt
- Take out larger loans than men and have less disposable income when they graduate
  - Black women take on more debt on average than any other group
- Take longer to pay off debt
  - After 4 years, men paid off 38% of debt and women paid off 31%
- 34% of women graduates and 57% of black women graduates report that they can’t afford essential expenses

**Source:** <https://www.aauw.org/research/deeper-in-debt/>

## Equity Mindset

The Aspen Institute points out the inequity inherent in our system. Students' access to quality education is often a function of the tax base where they live, often determined by race and socioeconomic class, which in turn impacts their ability to earn a college degree. Vallejo Peña, Mara Bensimon and Colyar (2006) argue that higher education institutions need to strive harder to produce equitable educational outcomes for underserved groups by rejecting the "deficit mindset" that attempts to solve problems by focusing on students' shortfalls. Instead, institutions should adopt an "equity mindset" involving practitioners' abilities to recognize and adapt to individuals' needs.

The AAUC outlines the following approach for an equity mindset:

1. "Willingness to look at student outcomes and disparities at all educational levels..."
2. Recognition that individual students are not responsible for the unequal outcomes of groups that have historically experienced discrimination and marginalization...
3. Respect for the aspirations and struggles of students who are not well served by the current educational system.
4. Belief in the fairness of allocating additional college and community resources to students who have greater needs due to the systemic shortcomings of our educational system in providing for them.
5. Recognition that the elimination of entrenched biases, stereotypes, and discrimination in institutions of higher education requires intentional critical deconstruction of structures, policies, practices, norms, and values assumed to be race [gender, socioeconomic class, sexual orientation, etc.] neutral."

**"What inclusion means is actually going beyond the numbers and actually bringing people to have a common shared valued experience... Equity means ensuring that people have access to resources, rewards."**

– Richard Reddick, Associate Dean for Equity, Community, Engagement, and Outreach at the University of Texas at Austin

Source: <https://bit.ly/2QyInt7>

### Mindset Definitions

**Deficit Mindset:** "Unequal outcomes are attributed to the personal characteristics of the students who experience them... Students...are viewed as having a learning deficiency that can be addressed with new teaching techniques, supplementary programs, and add-on academic support systems to compensate for the deficiency."

**Diversity Mindset:** "The dominant concerns are inclusiveness, intercultural communication, and cross-race relationships."

**Equity Mindset:** "Actions that demonstrate individuals' capacity to recognize and address the structures, policies and practices that create and sustain racial equities."

Source: <https://bit.ly/2QBx9nD>; Vallejo Peña, Mara Bensimon & Colyar, J. (2006)

Sources: <https://www.aacu.org/sites/default/files/StepUpLeadEquity.pdf>; <https://bit.ly/2rSIUMe>; Vallejo Peña, E., Mara Bensimon, E., & Colyar, J. (2006, Spring). "Contextual problem defining: Learning to think and act." *Liberal Educator*, pp. 48-55.

## Changing the Mindset

Using the definitions provided in the box on “Mindsets,” explain how each mindset might create a perception of the examples below.

1. International student who speaks English as a second language feels nervous about speaking up in class because people might have a hard time understanding her

Deficit Mindset: \_\_\_\_\_

Diversity Mindset: \_\_\_\_\_

Equity Mindset: \_\_\_\_\_

2. Non-binary staff member is not to sure what to do when Human Resources forms require them to mark “male” or “female”

Deficit Mindset: \_\_\_\_\_

Diversity Mindset: \_\_\_\_\_

Equity Mindset: \_\_\_\_\_

3. Latino student worries about the cost of doing non-credit, developmental coursework he is required to take

Deficit Mindset: \_\_\_\_\_

Diversity Mindset: \_\_\_\_\_

Equity Mindset: \_\_\_\_\_

4. Black faculty member on a one-year, visiting professor contract is asked to lead his academic department’s diversity workshop

Deficit Mindset: \_\_\_\_\_

Diversity Mindset: \_\_\_\_\_

Equity Mindset: \_\_\_\_\_

### Mindsets

**Deficit Mindset:** “Unequal outcomes are attributed to the personal characteristics of the students who experience them... Students...are viewed as having a learning deficiency that can be addressed with new teaching techniques, supplementary programs, and add-on academic support systems to compensate for the deficiency.”

**Diversity Mindset:** “The dominant concerns are inclusiveness, intercultural communication, and cross-race relationships.”

**Equity Mindset:** “Actions that demonstrate individuals’ capacity to recognize and address the structures, policies and practices that create and sustain racial equities.”

**Source:** <https://bit.ly/2QBx9nD>; Vallejo Peña, Mara Bensimon, & Colyar, J. (2006)

## Changing the Mindset *continued*

5. Academic advisor learns that her doctoral student has asked to be permanently transferred to a different advisor because she will be on maternity leave for two months

Deficit Mindset: \_\_\_\_\_

Diversity Mindset: \_\_\_\_\_

Equity Mindset: \_\_\_\_\_

6. Muslim adjunct faculty member has been scheduled for back-to-back-to-back lab courses on Tuesdays and Thursdays, leaving little time for daily prayer

Deficit Mindset: \_\_\_\_\_

Diversity Mindset: \_\_\_\_\_

Equity Mindset: \_\_\_\_\_

7. Rural commuter student has no access to broadband internet when she is at home and cannot upload the course materials her faculty members post in the evenings or weekends when she's not on campus

Deficit Mindset: \_\_\_\_\_

Diversity Mindset: \_\_\_\_\_

Equity Mindset: \_\_\_\_\_

**Source:** Vallejo Peña, E., Mara Bensimon, E., & Colyar, J. (2006, Spring). "Contextual problem defining: Learning to think and act." *Liberal Educator*, pp. 48-55.

## Data-Based Cultural Shift

This exercise requires an examination of achievement gaps at your institution. Access your institution's admission rates, graduation rates, hiring rates and other relevant data to examine which groups are succeeding and which are not.

Once you have gathered your data, it's time to examine campus norms and practices. Instead of thinking about these groups as "underperforming," think about how they are underserved by the institutional practices and norms developed by the campus community. Think about the categories below:

- How might you develop equity-minded practices within those categories that better serve relevant groups?
  - How can you track and evaluate progress?
1. **Structures and Culture** (interdisciplinary faculty collaboration, engagement with industry, opportunities for leadership, student associations, events)
  2. **Instructional Practices** (project-based learning, interdisciplinary curriculum, student-centered learning, work-based learning, service learning projects)
  3. **Student Support Services** (advising, tutoring, counseling, recruitment and enrollment practices, career counseling, etc.)
  4. **Faculty and Staff Development**

**"Equity-Minded" practitioners question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices to create change. Part of taking on this framework is that institutions and practitioners become accountable for the success of their students and see racial gaps as their personal and institutional responsibility."**

– Center for Urban Education,  
University of Southern California

Read more about equity mindedness from the Center for Urban Education at USC here:  
<https://cue.usc.edu/about/equity/equity-mindedness/>

Sources: <https://bit.ly/2O3csPL>; <https://cue.usc.edu/about/equity/equity-mindedness/>



## Race to the Top

This is a group activity meant for student leaders. The actual activity will take 5-10 minutes, with another 20-30 minutes for processing afterward.

Gather students at the campus track and use the following prompts to show how privileges can create advantages, even if students did not have a personal role in earning them.

### Facilitator Script:

We are going to cover some personal material during this exercise, so I want to make sure we do so without making judgments about others. Let's be honest and respectful.

Please line up at the starting line. Whoever makes it to the 100-yard line first wins this activity. On your mark, get set, wait! First, we need to make a few qualifiers.

1	If you came from the "right" part of town, take a step forward. If you came from the "wrong" part of town, stay where you are.
2	If your family owns their home, take a step forward. If your family rents, stay put.
3	If your leadership abilities have never been doubted because of your gender, take a step forward. If you have been doubted, stay where you are.
4	If your parents are helping to pay your tuition, take a step forward. If you had to max out your student debt to afford tuition, stay where you are.
5	If your parents went to college, take a step forward. If they did not, stay put.
6	If you have never been stopped by police or security because of the color of your skin, take a step forward. If you have been stopped, stay where you are.
7	If you have never had to worry about whether your family had enough money to pay for three meals a day, take a step forward. If you have worried, stay put.
8	If you have never been bullied or ridiculed because of your sexuality, take a step forward. If you have been bullied or ridiculed, stay where you are.
9	If your school had a wide variety of AP courses, take a step forward. If your school did not, stay where you are.
10	If you never had to take public transportation to get where you were going, take a step forward. If you did have to take public transportation, stay where you are.

Some of us are already closer to the finish line than others. This is not due to your ability to finish the race, but rather financial and structural factors that have given some of us advantages and others disadvantages.

### For Discussion in Small Groups:

- How might your neighborhood and school affect your ability to succeed? What about socioeconomic class? Race? Gender? Sexuality?
- Are privileges always earned in our society?
- How can you assist students who might be experiencing disadvantages?

Source: <https://bit.ly/2Olygq7>

### Easy Variation:

Evenly distribute jellybeans. Have students put beans in a jar if they would have been standing still. Those with the most jellybeans at the end are the winners.



## Financial Woes

When Sherice attends orientation, she realizes that there are a lot of students with AP credits who won't have to take the 100-level courses she does. Sherice will commute to campus to save money and maxes out her student loans. She'll take a work-study job at the admissions office and keeps another part-time job to cover expenses.

When the school year begins, between her two jobs, her full-time course load and her 30-minute commute, Sherice has no free time. She wants to join a student organization and meet more people, but the meetings conflict with her work schedule. She's feeling overwhelmed by some courses, but is too embarrassed to ask her professors for help.

### For Discussion:

- What are some systematic issues that have created roadblocks in Sherice's pursuit of a college degree?
- How does socioeconomic status impact a student's ability to succeed inside and outside of the classroom?
- Using an equity mindset, how might Sherice's professors assist her? What about an academic advisor?
- When Sherice graduates, she will have a lot of student debt. How could this help or hinder her ability to achieve her professional and personal goals?

## Growth Through Conflict

For years, the Chief Diversity Officer (CDO) at a public institution had been diplomatically asking the President to expand the parameters of her job to make equity practices integral to the university's operations. She warned that the work she was doing felt more like a band-aid; she was not able to address structural and historic issues that prevented under-performing groups from achieving their potential. The President demurred, insisting that the institution was already meeting its diversity goals and that there was no need to add to administrative bureaucracy.

Then, a number of high-profile racist incidents on campus caused applications for enrollment and employment to plummet. The institution was in the midst of a racial- and public-relations nightmare. The Provost told the CDO that the President expected her to present an action plan to deal with the problems ASAP.

### For Discussion:

- Is it enough to have diverse representation on campus, or do institutions need to go farther? Why or why not?
- As the CDO, what steps would you recommend to address the immediate problem?
- What larger, structural changes should the CDO recommend?
- How important is it to get buy-in from top leadership when trying to implement an equity mindset?

## Equity vs. Equality Handout

There's a cultural norm in the United States that says equal and fair are the same thing. For example, with this mentality, if a college has four cookies and two college students, each college student should get two cookies. It's even, therefore, it must be fair!

The problem with an equality approach is that it doesn't account for the structural and institutional biases that are baked into our higher education system. For example, college educations are expensive and therefore more easily attainable for those in higher socioeconomic classes. What if one student has a generous meal plan sponsored by his parent and just came from a huge meal at the cafeteria? What if the other student hasn't eaten since breakfast because she can't afford more than one meal per day? Should a higher education institution put resources into feeding the well-fed student cookies? An equity-based approach would suggest that the second student should get more cookies because the financial instability that led to her hunger will prevent her from being successful.

With an equity mindset, community members understand that the education system has historically underserved some populations. They would not blame members of these groups for the institutional and structural inequalities individuals experience in society. Rather, community members recognize the need for a systematic transformation to better serve students who have been underserved by the system.

For example, with an equity mindset, an institution could study how many of its students experience food insecurity, then develop resources to ensure that students are not going hungry. Then, every student would have access to the cookies they need to be successful both inside- and outside-of the classroom.

**Source:** <https://bit.ly/2O60wgk>; <https://www.aacu.org/sites/default/files/StepUpLeadEquity.pdf>; Ramaley, J. (2014).

"Educating for a changing world: the importance of an equity mindset." *Metropolitan Universities* 25(3), pp. 5-15.

### What's the Difference?

**Equal:** Resources are distributed equally, always; focused on opportunity

**Equitable:** Resources are distributed based on individual needs; focused on outcomes

**"The term equity-mindedness addresses the beliefs that administrators, faculty, and students have about the intelligence and capability of people from different backgrounds and the impact that those beliefs have on whether students will be successful... The goal is to move toward offering everyone a sense of ownership and avenues for full participation in the community that makes up a campus."**

- Judith Ramalay, president emerita at Portland State University and Winona State University

## Stereotype Self-Test

When we're thinking about equity on campus, we must examine underlying stereotypes, biases and assumptions. Before taking this true or false quiz, fold the paper in half so you can't peek at the answers. Then take the quiz, unfold the paper and read on to see if your assumptions are grounded in reality.

### Questions

- True / False** 1. Students of color from higher-income families do not face the same barriers as students of color from lower-income families.
- True / False** 2. White and black people who earn from \$50,000 to \$75,000 have roughly the same level of wealth accumulation.
- True / False** 3. Women graduate with a disproportionate amount of student loan debt.
- True / False** 4. College graduates with disabilities are less likely to be employed than college graduates without disabilities.

----- *Fold Here* -----

### Answer Key

5. False. According to the AAUC, "Among high-scoring students of color who did not complete college, four in ten were from higher-income families." This suggests that there are factors beyond academic abilities that contribute to achievement disparities.
6. False. According to the Aspen Institute, "Whites earning between \$50,001 and \$75,000 have a wealth level that is two-and-one-half times as high as their black counterparts." It has been difficult for today's black Americans to accumulate wealth as quickly as white Americans because many of their ancestors were enslaved or exploited, segregated, prevented from entering fields that allowed for monetary savings, and discriminated against by banks and municipalities in regards to home ownership.
7. True. According to the AAUW, women earn 57% of the bachelor's degrees awarded at higher education institutions in the United States and have 66% of outstanding debt. Because of the wage gap between men and women (women earn 18% less than men in the first year after graduation), women also take longer to pay off their debt. After 4 years, men have paid off 38% of their debt and women have paid off 31% of theirs.
8. True. The U.S. Bureau of Labor Statistics reports that only 28.5% of college graduates with disabilities have jobs, while 75.5% of college graduates without disabilities have jobs. Additional barriers include how to disclose disabilities to future employers, dealing with unprepared employers and the stigma unfairly attached to disabilities.

**Sources:** <https://diverseeducation.com/article/151429/>; <https://bit.ly/37q9QmE>; <https://www.aauw.org/research/deeper-in-debt/>; <https://www.aacu.org/sites/default/files/StepUpLeadEquity.pdf>; <https://bit.ly/2rSIUMe>

## Equity Is More Than Diversity Reflection

Equity is not created through the presence of diversity. Rather, equity is created when an institution adjusts its policies, procedures and practices to ensure that the community members who are responsible for the presence of diversity on campus are achieving equivalent outcomes.

Lindsey Malcom-Piqueux and Estela Mara Bensimon, associate director for research and policy and director, respectively, at the University of Southern California's Center for Urban Education, developed five principles of equity-mindedness to help professionals strive toward equity in higher education.

### Five Principles of Equity-Mindedness

“Equity-minded practitioners, practices, and polices:”

1. “Are race-conscious in an affirmative sense.”
  - Understanding the racial disparities that are happening, acknowledging these disparities and then discussing the disparities in meaningful ways
2. “Reflect an awareness of and responsiveness to the systemic nature of racial/ethnic inequities.”
  - Racial disparities were created over time, still exist and are still being perpetuated by structures, policies and practices
3. “View inequities as problems of practice and feel a personal and institutional responsibility to address them.”
  - Look to fix practice and procedures that aren't working for students versus blaming students' deficiencies
4. “Rely on evidence to guide their practice.”
  - Instead of cutting and pasting “best practices” from other institutions, use quantitative and qualitative data and make customized changes
5. “Take action to eliminate educational inequities.”
  - Individuals use their own personal agency to work toward equity

### Reflection Questions

- What is your understanding of disparities on campus?
- What is the genesis and history of these disparities? Why are the disparities happening now?
- How can I adjust my behaviors and practices to address these disparities?
- Using my sphere of influence, what actions can I take to eliminate educational inequities?

Sources: <https://bit.ly/34lt8HO>; <https://www.aacu.org/peerreview/2017/Spring/Malcom-Piqueux>

## Resources

Here are some resources you can use to supplement this training information on Equity vs. Equality...

- AIGAdesign “Gender Equity toolkit” focusing on professional settings:  
<https://youtu.be/YCqL6CLh6K4>  
<https://youtu.be/dzOUG3vV-ac>  
<https://youtu.be/5QVK-tg3Nvk>
- Alfatoun International “Gender Equity” in the classroom:  
<https://youtu.be/JKHAMvcHSPk>
- The Aspen Institute Roundtable on Community Change:  
Structural Racism and Community Building: <https://bit.ly/2rSIUMe>
- Center for Urban Education, University of Southern California’s “Five Principles for Creating Equity by Design”: <https://bit.ly/2U7rJIX>
- Harvard University EdCast: “Colleges as Courageous Spaces: Leading equity and inclusion efforts on college campuses is vital work, but also challenging and stressful. Why the effort is worth it — and why diversity is never really a one-person job”:  
<https://bit.ly/31cYWyd>
- James Felton on “Equity Resource Teams: A Project-Based Approach to Fostering a Climate of Inclusion”: <https://bit.ly/2RyL9OY>
- Lindsey Ott TEDx Talk on “Solving the Achievement Gap Through Equity, Not Equality”: [https://youtu.be/nOQbu\\_3M0\\_Q](https://youtu.be/nOQbu_3M0_Q)
- Lumina Foundation’s report on its “Equity Policy Academy: A Case Study” on its financial support for states that promoted an equity agenda for higher education:  
<https://bit.ly/2uIh9Hq>
- Pellin Institute, University of Pennsylvania report on “Indicators of Higher Education Equity in the United States”:  
<https://bit.ly/319Mwag>
- U.S. National Archives: Conversation with Soledad O’Brien and Anne Eleanor Roosevelt on “Defining Gender Equity and Gender Equality”:  
<https://youtu.be/CsbekomNsA0>

The Association of American Colleges and Universities (AACU) pulled together a lot of great information and research in its report entitled *Step Up & Lead For Equity*, which is available here: <https://bit.ly/2vwNly7>

You can also download an accompanying PowerPoint presentation here: <https://bit.ly/2tXVBXp>

### Inequity By the Numbers

- Low-income, first-generation college students have a 21% chance of earning a bachelor’s degree in six years, while their peers have a 57% chance
- At 85%, Black baccalaureate graduates have the highest borrowing rate and the highest average amount borrowed at \$34,000 (\$4,000 more than the average)
- 37% of Black families have negative wealth versus 16% of white families

Source: [http://pellinstitute.org/indicators/reports\\_2019.shtml](http://pellinstitute.org/indicators/reports_2019.shtml)



## Discussion Questions

Use these questions as starting points for further conversations about the topic of Equity vs. Equality...

- How would you explain the difference between equity and equality?
- Where can you find information on various indicators of equity like
  - Admissions?
  - Degree attainment?
  - Financial aid burden?
  - Hiring practices?
  - Granting of tenure?
- What are some of the achievement gaps on your campus? How can you tackle these inequities?
- What explicitly stated goals in regards to race, socioeconomic class and gender does your institution have? What role do you play in helping to achieve them?
- How much support exists on campus for an equity mindset? In your office? Department?
- Do conversations about race happen a lot on campus? Why or why not? What about conversations about gender? Socioeconomic class? Sexual orientation?
- Do the American ideals of meritocracy and equal opportunity work the same for all groups? Why or why not?
- On campus, we often hear calls to “celebrate diversity.” Is celebrating diversity sufficient to reducing achievement and participation gaps? Why or why not?
- With a deficit mindset, students’ deficiencies are seen as being their own fault and attempts to address them often come in the form of add-on programs. Does this happen on your own campus? If so, provide some examples.
- With an equity mindset, staff and faculty acknowledge that they have a role to play in dismantling systems, rules and policies that contribute to long-standing inequities. How might this work on your campus?
- How do different racial and/or ethnic groups engage with your campus community? How might those differences in engagement present advantages or disadvantages?
- Does your institution engage with the outside community in ways that go to the root of societal inequities? Why or why not?

### Quote for Discussion

“If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.”

– President Harry Truman

Source: [http://pellinstitute.org/indicators/reports\\_2019.shtml](http://pellinstitute.org/indicators/reports_2019.shtml)

Sources: <https://cue.usc.edu/about/equity/equity-mindedness/>; <https://bit.ly/2rSIUMe>; Ramaley, J. (2014). “Educating for a changing world: the importance of an equity mindset.” *Metropolitan Universities* 25(3), pp. 5-15.

# Audience Adaptation Tips

Here are some ways you can adapt Equity vs. Equality training topics to various audiences...

### When meeting with groups related to HR concerns...

- Develop ways to incorporate equity and diversity in all steps of the hiring process, including job postings, recruitment, assembling hiring committees and making decisions
- Explore whether there are differences in pay, promotion and retention for people in different groups

### When gathering faculty members...

- Broach the idea of conducting classroom observations to better understand dynamics between instructors and students
- Offer equity-mindset training that focuses on how faculty can create more equitable learning environments, then follow up to see how faculty have utilized the training
- Collect and share course-level data that breaks out participation and performance by race and ethnicity, gender, etc.

### When meeting with student leaders...

- Have students research underlying societal inequities. How did these inequities contribute to or hinder their ability to be student leaders?
- Examine how student leaders can use their own sphere of influence to create a more equitable campus community

### When talking with organizations...

- Have leadership develop action plans to address inequities in their own organizations; what actions will they take this semester? This year? Next year?
- Encourage service opportunities that help group members' develop a sense of agency in breaking down structural inequities

### When training students...

- Use interactive activities to examine whether concepts like meritocracy and equal opportunity apply equally for all groups
- Discuss an issue like food insecurity to help students understand the different challenges their peers might be facing and how “home life” can have a huge impact on “school life”

### When talking with staff members...

- Perform a “deficiency mindset” audit that examines how services are being delivered. How can current practices and policies be transformed using an equity mindset?

Source: <https://cue.usc.edu/about/equity/equity-mindedness/>



## Building Blocks

Some ways to build upon the topic of Equity vs. Equality to spread awareness throughout campus include...

- With buy-in from upper administrators, assemble a task force (including upper administrators) to develop an equity plan that will tackle success and performance discrepancies in a meaningful way
- If faced with intransigence from particular organizational units, research how interests can converge, where meeting equity goals can be a form of competence
- Offer equity mindset trainings for staff and faculty, then follow up to measure how they have incorporated what they learned into their work
- Create a program that asks student leaders to unpack whether American ideals like meritocracy and equal opportunity can co-exist with the structural imbalances experienced by many groups and how they can use their spheres of influence to change inequity
- Incorporate activities about equality vs. equity into student orientation icebreakers so that students have it on their radar from the start of their college careers
- Create sustained service learning opportunities with community organizations that are trying to change societal inequities
- As a training exercise, teach student leaders about the difference between equity-, diversity- and deficit mindsets. Then have them analyze a film (like “Dear White People”) or TV show (*Master of None*) or other media to see how issues of inequity are presented.
- Track data on racial and/or ethnic and gender participation in all facets of campus activities, including study abroad, financial aid, internships or cooperative working assignments, participation in academic research, student worker and leadership positions, fields of study, participation in student surveys, participation in honors programs and academic organizations, attendance at campus events, etc.
- Review hiring procedures to find potential areas where implicit bias might impact recruitment and hiring processes
- Prepare and publish an annual report on equity
- Utilize targeted social media advertising to ensure that all demographic groups are aware of student support services on campus

**Sources:** <https://cue.usc.edu/about/equity/equity-mindedness/>; <https://www.gse.harvard.edu/news/19/10/harvard-edcast-colleges-courageous-spaces>