



## CEHD White Paper on Equity

### EQUITY

An equitable environment is a set of structures, processes, cultural practices, and circumstances that allow individuals the opportunity to achieve optimal success.

### FRAMING

The College is committed to continuous improvement and capacity building for its individuals and organization. We believe the College creates unintentional inequities or perceived inequities. We believe, without active engagement, inequities do not self-correct.

### GOAL

Minimize/end the College’s role in creating inequity.

***“We believe, without active engagement, inequities do not self-correct.”***

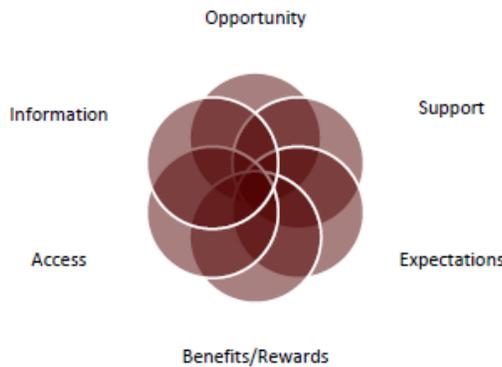
The *CEHD Committee on Diversity Initiatives (CoDI) Leadership Subcommittee*, co-chaired by Drs. Shanna Hagan-Burke and John Singer, convened a meeting and invited CoDI committee members to reflect, and gather inputs, on the College and its thinking related to equity, inequity, and perceived inequity.

*Attendees* - Shanna Hagan-Burke, Nancy Watson, Mary Alfred, Yeping Li, Jorge Gonzalez, Lisako McKyer, Yolanda Padron, Bonnie Bustos-Rios, Windy Hollis, Ben Smith, Nancy Hutchins, Jo Ellyn Walker, Katie Elmer

*Catalysts for CoDI Leadership Subcommittee meeting* – (1) desire to create a structured dialogue to discuss equity, inequity and perceived inequities to systematically reflect on the College’s practices and (2) the VPD Office 2013 Accountability Report.

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- Where inequity may occur - in the environmental, organization, and institutional hurdles
- Equity is an organizational issue/process
- Equity, inequity, and perceived inequity can be applied to both the organization or individual



**CEHD six broad areas of perceived or actual inequity identified for faculty, staff, graduate students, undergraduate students, and administrators.**

### Defining Equity

- An equitable environment is a set of structures, processes, cultural practices, and circumstances that allow individuals the opportunity to achieve optimal success.



**Examples of CEHD six broad areas of perceived or actual inequity identified for faculty, staff, graduate students, undergraduate students, and administrators\***

- Opportunity – nominations based on personal preferences (identity likes or dislikes), staff - different rules for different people depending on who you report to, merit equation is in itself inequitable, attributions made to commitment, competency, willingness of faculty, students, staff, addressing inequity or perceived inequity impacts engagement which favorably impacts climate
- Support – mentoring graduate students, mentoring junior faculty, identity capital, being looked out for by colleagues with similar identity, told wasting your time to care and spend time on climate, do not meet people where are (where came in, what supports need), expectation all faculty come in equal and, if not, you are on your own to catch up (inadequate mentoring), not feel supported by leadership, advisor disengagement (both faculty and staff advisors)
- Expectations – different expectations related to T&P, service expectations, staff loads, belief that inequity does not exist because I am not experiencing it or I do not want inequity to be there, belief/perception not committed to program if non-traditional student (part time student, want to use technology for communication due to distance to campus), merit equation for staff used by the dean's office, expectation individuals rely on intrinsic satisfaction/passion for climate, diversity and other service activities
- Benefits/Rewards – professional development, service activities, recognition of contribution to climate for staff, good job performance is not recognized or appreciated, staff who report to a particular person receive reclassifications and merit while other staff are told they cannot be reclassified for various reasons, increases and reclassifications have more to do with personal feelings/relationships between the supervisor and supervisee than job performance, rewarded equally even though some engaged more – applies to all groups, formal recognition, P&T, quantity and quality recognition = # of committees, impact of change on one committee
- Access – perception of equity/inequity, demographic groups define and experience equity differently (examples include staff, NTT, T/TT, rank, ethnicity, gender, LGBT, religion expression, age), it is not safe to speak out if not belong to 'power' group
- Information – related to all groups, power remains with the 'chosen', perceived inequity leads to disengagement, incongruence in what espouse and what observe (what are unspoken and/or unwritten underlying basic assumptions driving this), perceived incongruence in equity leads to disengagement

\* Some of the examples overlap across multiple broad areas

Next steps – Deans Council determines next steps the College takes related to: (1) continue the dialogue related to equity, inequity and perceived inequities; (2) determine the what next: (a) who, in any group, charged to address equity, inequity, perceived inequities and (b) align feedback to data (2011 faculty, staff student climate survey, faculty retention report, graduate student climate survey data, TAMU UG climate survey, accountability reports), (3) focus areas – strategic engagement to address areas of inequities and perceived inequities and group prioritization, and (4) determine expectation for action items and timeline.

*First reading in Dean's Council-October 1, 2013*

*Second reading in Dean's Council-November 5, 2013*

*Created by Watson and Hutchins, Fall 2013*