Leading for Equity: State Higher Education Policy & Practice

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Desired Outcomes

- Create awareness of structural inequities in education policy and practice
- Examine the role of student and community voices in leading for equity
- Explore the importance of common language in equity discussions
- Identify multiple strategies that operationalize an organizational commitment to equity
Introductions

• Name
• Title
• Organizational affiliation
• Desired outcomes

One minute please 😊
Educational Equity

• A measure of achievement, fairness, and opportunity in education. Often linked with research on excellence and equity.

• Depends on two main factors:
  – **Fairness**: which implies that factors specific to one's personal conditions should not interfere with the potential of academic success.
  – **Inclusion**: which refers to a comprehensive standard that applies to everyone in a certain education system. These two factors are closely related and depend on each other for an educational system's success.

• Growing importance of educational equity rests on the premise that one’s level of education directly correlates to their quality of life.

• An academic system that practices educational equity is the foundation of fair and thriving societies.

• Cannot overlook the roots of inequity in education due to socioeconomic status or race.

Academic Perspectives on Equity

- Educational equity is more than a focus on equal opportunities. It requires a more direct focus on outcomes and results.
- Concepts of equity and excellence are not in conflict with one another.
- Most parents practice equity with their children (they don’t treat them all the same)

Dr. Pedro Noguera, New York University. How do schools promote equity among students? https://www.youtube.com/watch?v=WizJD7B0leo
Equity-Minded Leadership [by example]

- Engages in work to ensure “every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income.”

Oregon’s Equity Lens

- Purpose

- Impact/Value

- Process

- Outcome
The Case for Equity-Minded Leadership

• Economic imperative

• Justice imperative

• Higher education’s role
The United States is becoming more racially diverse

Source: https://www.aacu.org/sites/default/files/StepUpLeadEquity.pdf
To meet the needs of the economy, educational equity needs to increase

- According to the Georgetown Center on Education and the Workforce, **two-thirds of jobs** created this decade will require some form of postsecondary education.  

- 47.6% of adults 25-64 have a postsecondary credential, but there are significant disparities by race and ethnicity.  

- 42% of college students today are people of color, 37% are 25 or older, and 46% are first generation. 

It will be impossible to meet workforce needs or attainment goals without increasing educational attainment for Hispanics, American Indians, and African-Americans.
Postsecondary attainment is not evenly distributed

College degree attainment is heavily dependent on race and geography

Overall college degree attainment rates, by county, and enrollment and completion statistics for 12,000 U.S. college campuses. To read the full report analyzing the map, see "Those Left Behind: Gaps in College Attainment by Race and Geography" by Colleen Campbell.

“Deep, systemic inequities have long pushed people of color out of postsecondary education. For centuries, black, Latinx, and Native Americans were largely excluded from higher education, leaving them without the ability to build the wealth and institutional legacies that currently benefit many white families. The children of people of color disproportionately enroll in K-12 schools with fewer resources and poorer outcomes than those in high-income districts, meaning these students leave school less prepared for college. And even when they do enroll, the majority of underrepresented students enroll at community colleges and minority-serving institutions, where states spend approximately $5 billion less per year educating them relative to their white peers.” – Colleen Campbell

The higher education institutions with the highest percentage of Black and Hispanic student have the lowest levels of spending per student.

Parent Income Distributions by Quintile for 1980-82 Birth Cohorts
At Selected Colleges

Source: https://opportunityinsights.org/paper/mobilityreportcards/
Higher education reinforces educational inequity

• “The postsecondary system is more and more complicit as a passive agent in the systematic reproduction of white racial privilege across generations” – Anthony P. Carnevale and Jeff Strohl

• For a detailed look by institution, use the New York Times Interactive Tool using data from the Mobility Report Cards: https://www.nytimes.com/interactive/projects/college-mobility/

Reflection Exercise

• What’s the problem?
• Where are you?
• Where do you want to be?
• What resources do you need?
• Who needs to be at the table/involved?
The Practice of Leading with Equity

• Boleman & Deal’s Four Frames
  – Overview – Patrick
  – Structural Frame – Patrick
  – Human Resources Frame - Keith
  – Political Frame - Joyce
  – Symbolic Frame – Patrick
Small Group Discussion

• Next steps:
  – What do you think you can do to lead for equity when you return to your organization?
  – What do you think other organizational leaders can do to lead for equity?
  – What will you aim to change in one week? One month?
  – What can SHEEO do to support your efforts?
Thank you for joining us!

Equality is giving everyone a shoe

Equity is giving everyone a shoe that fits

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