

Working towards achieving visible equity in council leadership

Prepared and presented by
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for



STATE COUNCIL OF HIGHER
EDUCATION FOR VIRGINIA



OLD DOMINION
UNIVERSITY

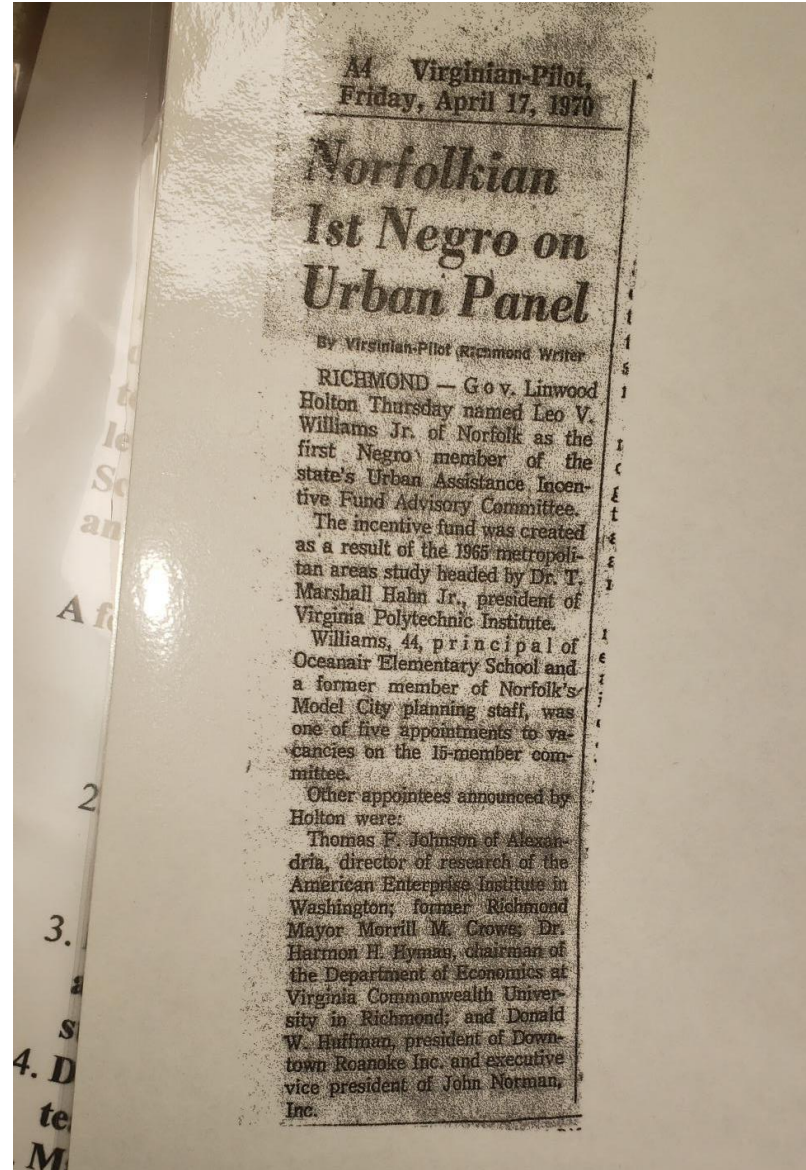
Visible Equity is about ensuring that your own self-reflection and self-awareness plays a vital role in shaping philosophy, policies, and practices resulting in ongoing opportunities for marginalized and under-represented populations to thrive and grow.

- Dr. Veleka S . Gatling



To achieve “visible equity,” we must humanize members within our communities of practice in ways that respect, and acceptance become the norm, not just another cliché. Then, we must demonstrate respect by seeking to understand others and treating them as they desire, not as we desire. **We must listen to others’ stories and begin shifting our cultural perspectives to achieve acceptance and adaptation, thus operationalizing what it means to be inclusive.**





A4 Virginian-Pilot,
Friday, April 17, 1970

Norfolkian Ist Negro on Urban Panel

By Virginian-Pilot (Richmond) Writer

RICHMOND — Gov. Linwood Holton Thursday named Leo V. Williams Jr. of Norfolk as the first Negro member of the state's Urban Assistance Incentive Fund Advisory Committee.

The incentive fund was created as a result of the 1965 metropolitan areas study headed by Dr. T. Marshall Hahn Jr., president of Virginia Polytechnic Institute.

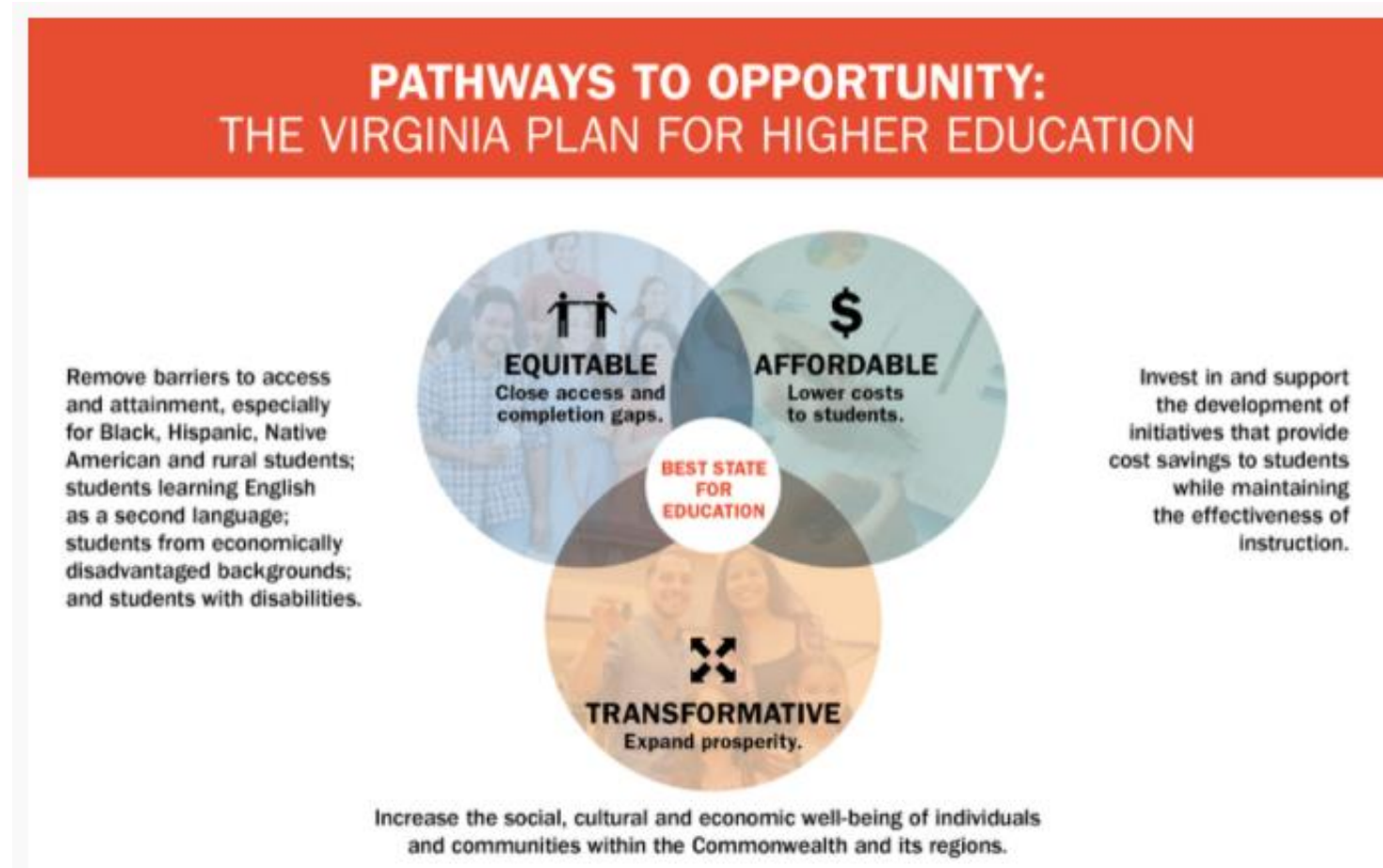
Williams, 44, principal of Oceanair Elementary School and a former member of Norfolk's Model City planning staff, was one of five appointments to vacancies on the 15-member committee.

Other appointees announced by Holton were:

Thomas F. Johnson of Alexandria, director of research of the American Enterprise Institute in Washington; former Richmond Mayor Morrill M. Crowe; Dr. Harmon H. Eymann, chairman of the Department of Economics at Virginia Commonwealth University in Richmond; and Donald W. Huffman, president of Downtown Roanoke Inc. and executive vice president of John Norman, Inc.

SCHEV values honesty, quality, diversity, inclusion, growth-orientation, personal well-being, equity, transparency and accountability.

Through these values, we create a welcoming work environment that represents the best of who we are as an agency and as individuals.





Be...

- Open
- Authentic
- Engaged
- Comfortable with being uncomfortable
- Non-Judgmental
- Understanding



OBJECTIVES

1

Importance of Self-Reflection and Self Awareness

2

Importance of being aware of conscious and unconscious bias in decision making

3

Importance of creating conditions for “better conversations”

4

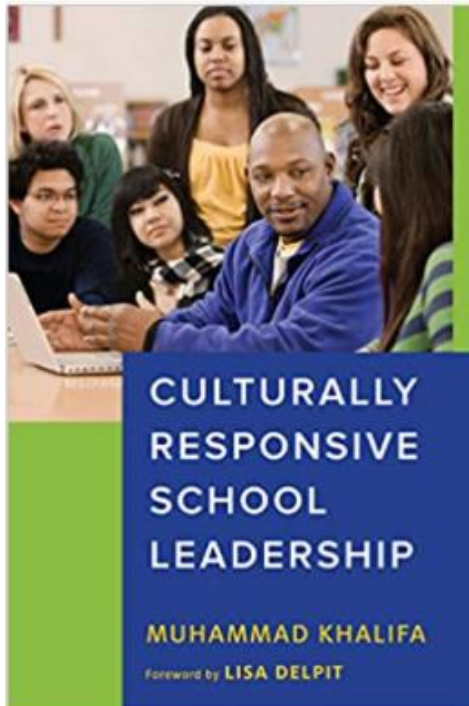
Importance of building your capacity because this is a **MOVEMENT NOT A MOMENT, A JOURNEY AND NOT A JOLT**



It is important for leaders to remember that they wield considerable “administrative privilege”; if not mindful and critically self-reflective, they will be unresponsive--- and thus oppressive toward community perspectives and needs.”

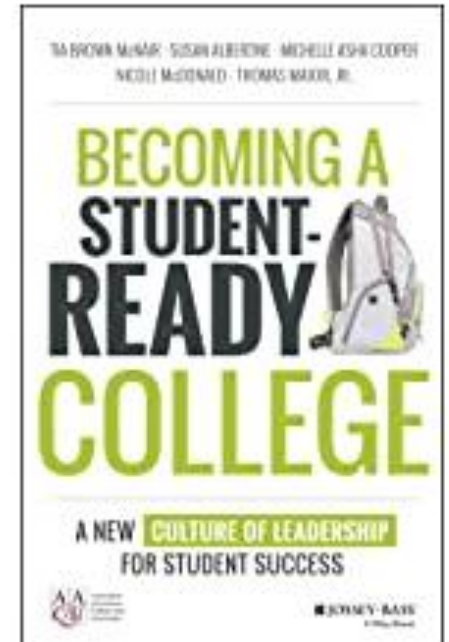
Culturally Responsive School Leadership

Muhammad Khalifa



The power of a caring adult and knowing who your students are and will be.

McNair, Albertine, Cooper, McDonald, Major



Profile of Today's College Student

To adequately address the barriers these students face, we must first recognize that 21st-century students do not fit the traditional profile.

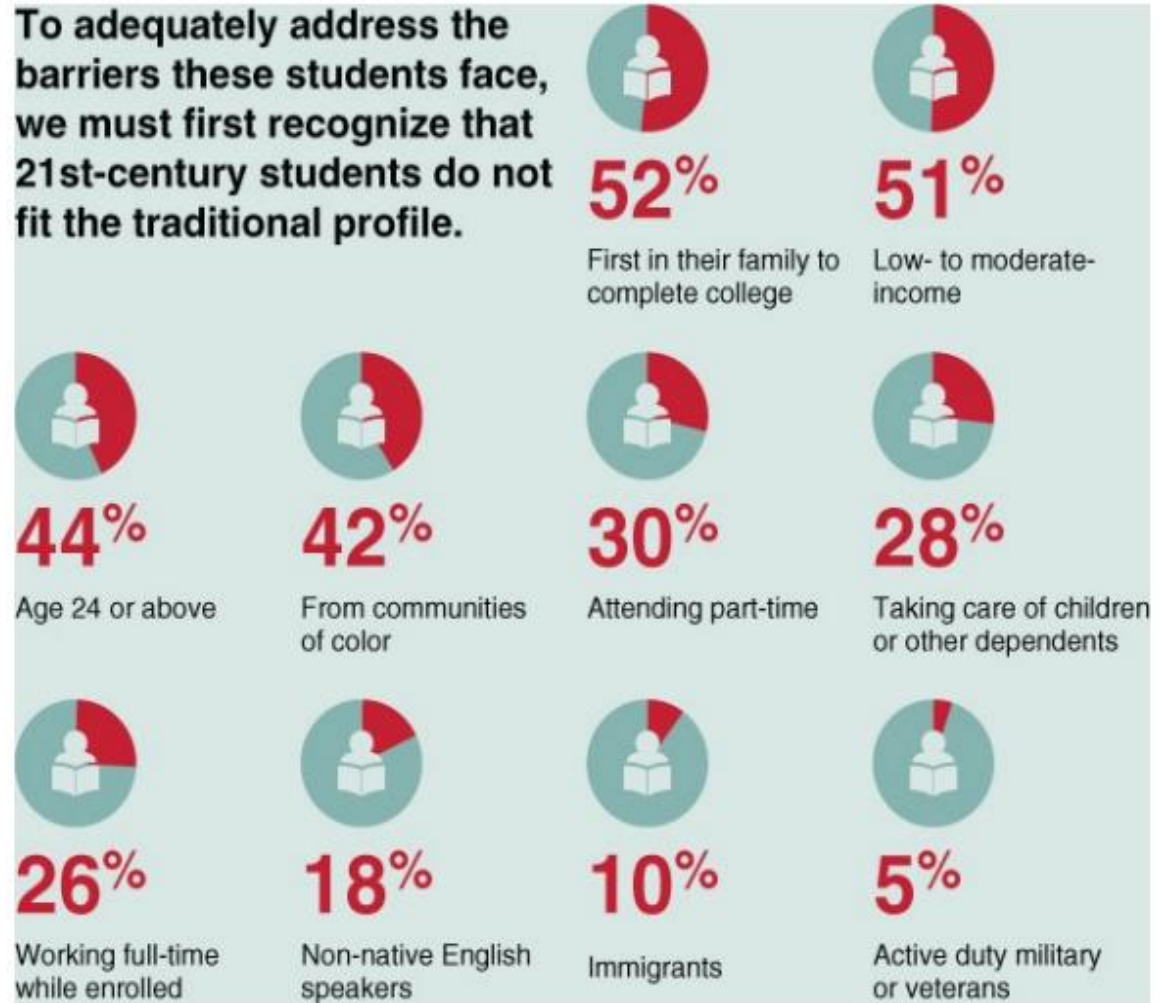


Figure 1.2 Profile of Today's Student

Source: Miller, Valle, Engle, & Cooper, 2014.





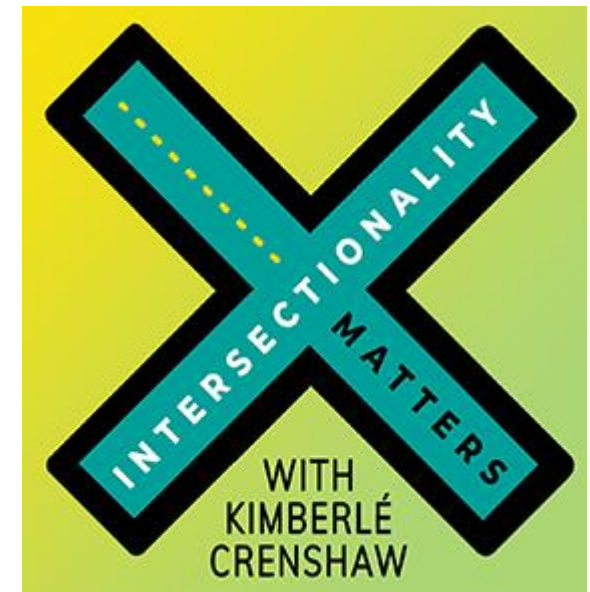
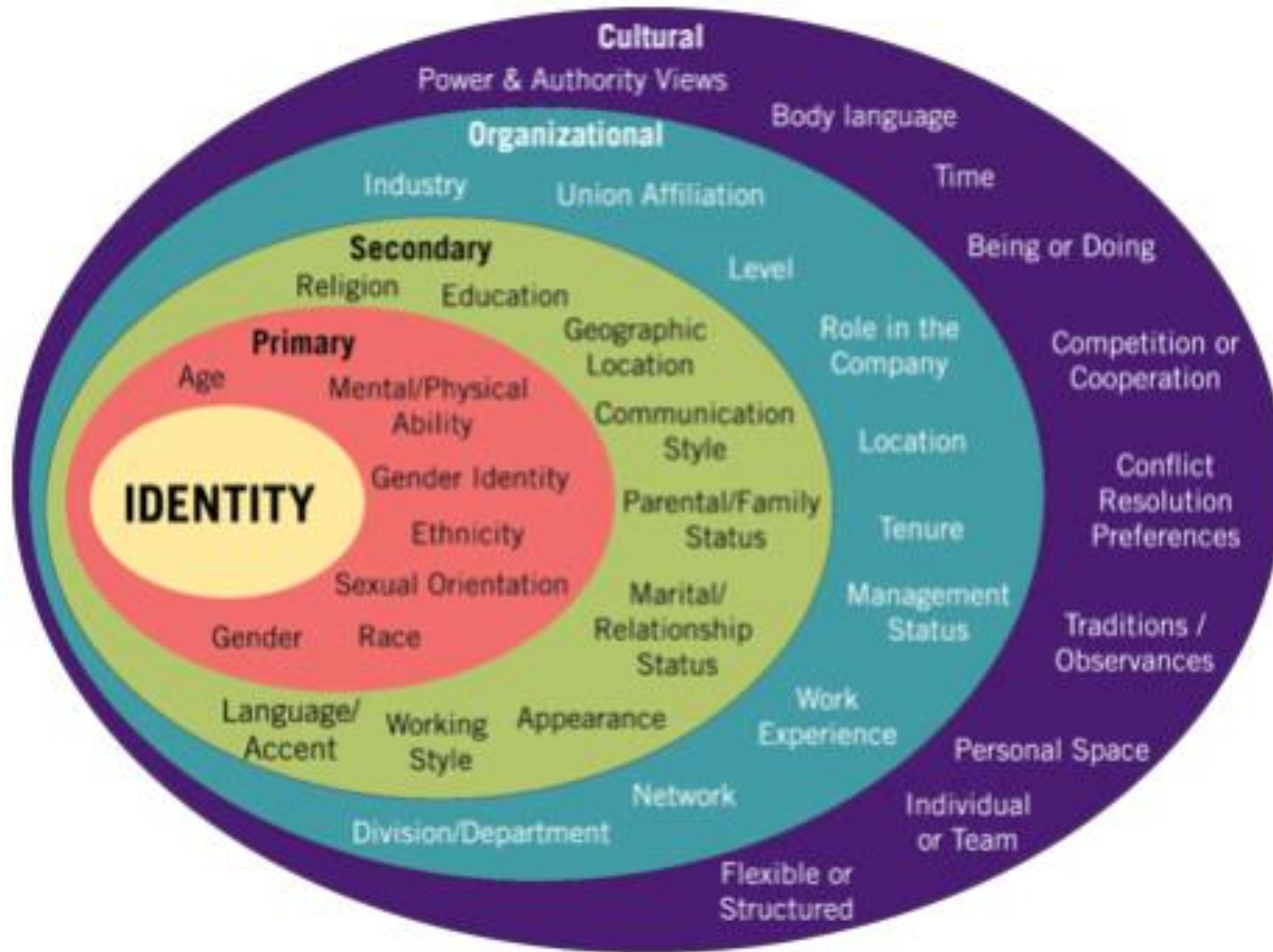
What makes me, me?

Part 1. Personal Reflection - 3 mins.

What characteristics or experiences have most influenced the way that you see the world?

Part 2. Sharing - 20 minutes

- Each person shares their reflection with the others, within no more than 2 minutes.
- Keep time.
- Do not interrupt or discuss.
- Listen to understand; avoid creating a parallel or comparative narrative.
- After each member of the group has shared their reflection, discuss what you learned from each other.



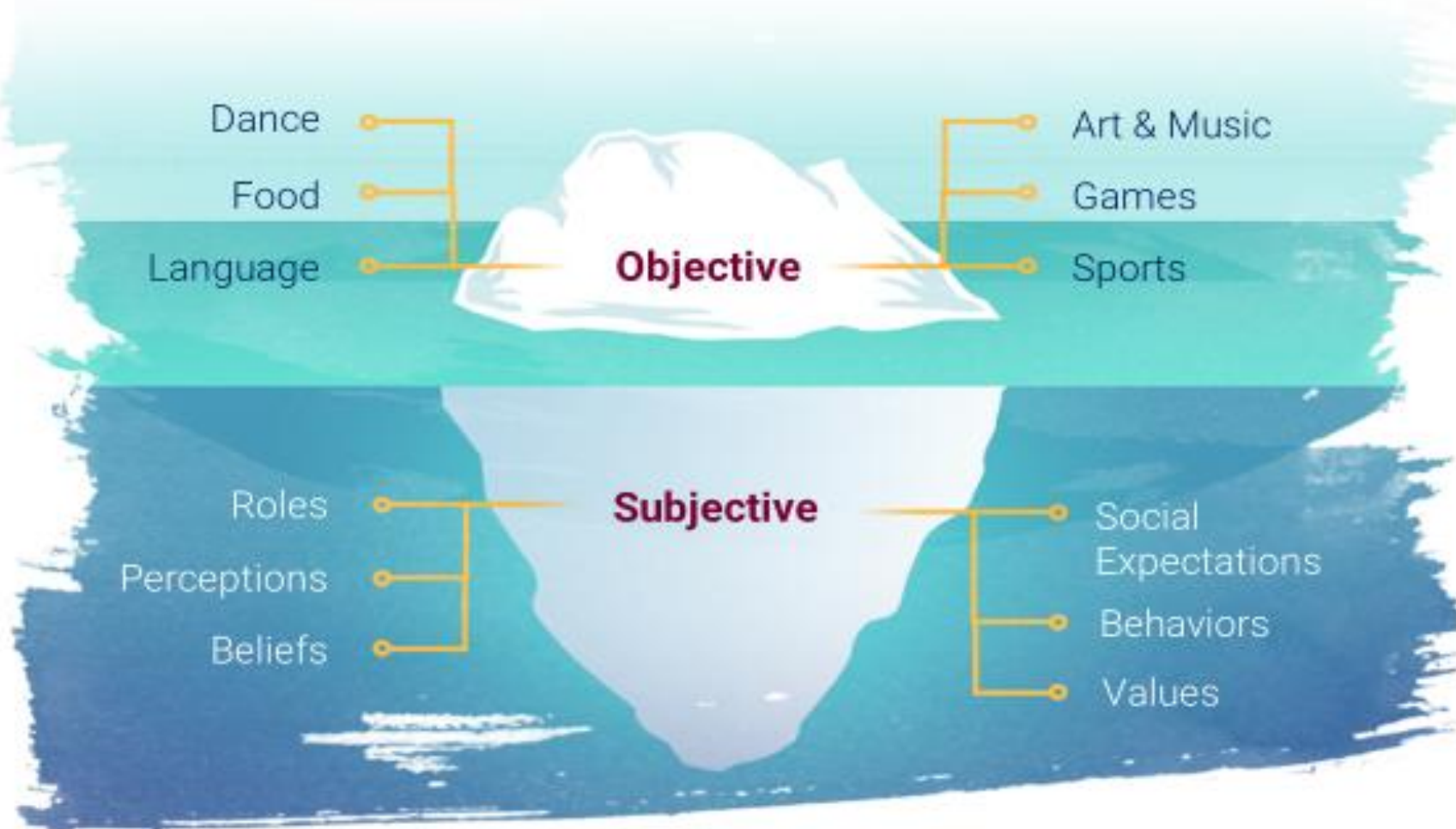


Kimberlé Crenshaw

Professor of Law, Georgetown University
Professor, UCLA School of Law and
Director, Center for Gender Justice

Two Ways of Thinking about Cultural Differences

Objective vs. Subjective Culture



Unconscious Bias (also known as Implicit Bias)



- Attitudes or stereotypes that affect our understanding, action and decisions in an unconscious manner
 - Blind spots
- Unconscious bias require personal motivation and dedicated effort to unlearn
- Paying attention to the possibility for unconscious bias (self-awareness) allows us to consider how we engage or disengage with others.
- Bias does not automatically equate to being anti _____.
- It is possible to hold bias against a group with which you identify
 - It is possible for men and women to hold implicit gender bias or to have preferences for those outside of their own race, ethnicity, etc.



**We see, hear and
feel what we
believe...**



- Everyone experiences the world slightly different based on your lived and learned experiences
- It is not wrong or right
- It's human nature
- How we see the world is based on our culture and our identity



Our Kind of People, Beyete Ross Smith

<http://www.bayeterossmith.com/our-kind-of-people>

Microaggressions

- Words or actions
- Brief and commonplace; often daily
- Intentional or unintentional
- Often framed as “humor” or a “compliment”
- Felt as indignities and insults
- Have a cumulative impact



Dr. Chester M. Pierce



Dr. Derald Wing Sue



Dr. Monnica T. Williams





What has been your
experience(s) with
microaggressions?



EXAMPLES OF MICRO-SUPPORT

- ⑩ Acknowledge contributions
- ⑩ Break the silence
- ⑩ Hold each other accountable when microaggressions are observed
- ⑩ Provide full attention
- ⑩ Recognize strengths
- ⑩ Respectfully ask questions for clarification
- ⑩ Do your research

EXERCIS E



This Photo by Unknown Author is licensed under [CC BY-SA](#)

In your group, someone begins the conversation:

- “Let’s plan a council retreat to Bermuda
- That short phrase is then handed off another person to build on the first statement:
- “**Yes, but...**” add another short idea, then hand off to another.
- “Yes, but...”
- Keep going until time is called.



TRY
AGAIN

In your group, someone begins the conversation:

- “Let’s plan a council retreat to the Bermuda.”
- That short phrase is then handed off another person to build on the first statement:
- “**Yes, AND...**” add another short idea, then hand off to another.
- “Yes, but...”
- Keep going until time is called.



WHAT DOES “YES, BUT” MEAN?



Negates what precedes the but
Crushes new ideas
Impedes understanding





Affirmation

DNA Model

Describe

- Describe before interpreting-- no judgement

Navigate

- Navigate your interpretations- how you feel about the interaction

Adapt

- Adapt your behavior based on your interpretation



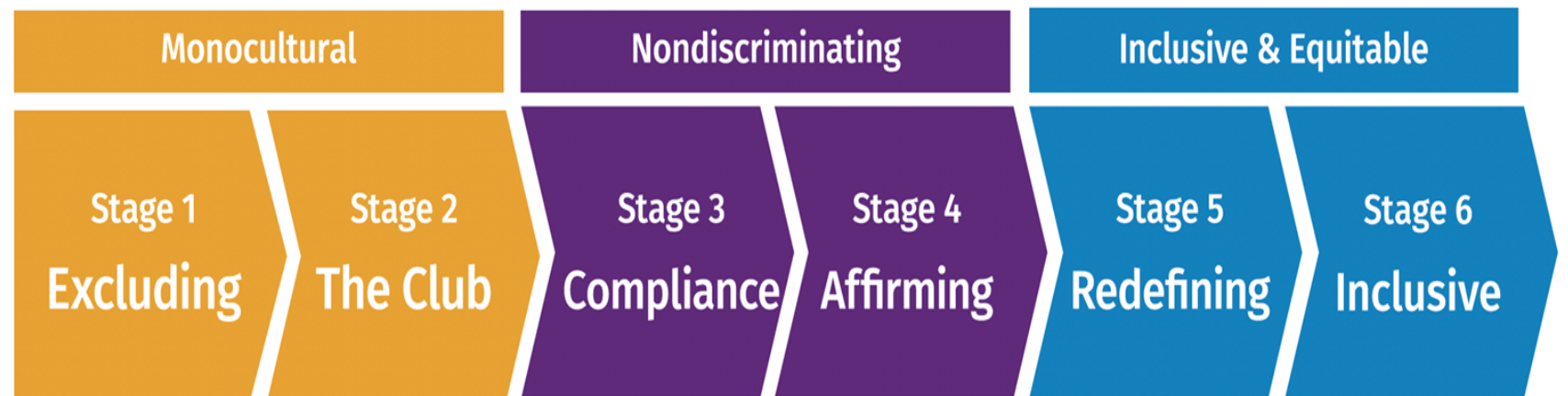


Observations on Equity

- Self-Reflection is key
- Equity is a journey
- We don't know what we don't know
- We will make mistakes along the way
- We cannot do everything at once



Continuum of Inclusive and Equitable Organizational Development



Exposure

Experience

Education

Empathy



Brené Brown - Dare to Lead

**practice
doesn't
make
perfect. it
makes
progress.**

**402 Years
1619 to 2021**

246

99

57



EQUITY-MINDED POLICY ANALYSIS

Indicators and Questions

1. Equity-Mindedness as the Guiding Paradigm for Policy

- Do the state and institutions frame the success of underserved and underrepresented students as its responsibility?
- Is this policy tailored to benefit groups that have been neglected in the past? i.e. rural communities, communities of color, immigrant communities, impoverished communities, veterans, first generation students and students with disabilities.

2. Equity in Language

- Are language choices reinforcing stereotypes?
- Do the chosen words include or exclude students from communities that have been historically underserved by higher education? How are they described?
- Are proxy or umbrella terms used? Or are beneficiaries clearly identified?

3. Data Collection and Reporting Strategy

- Are data systematically disaggregated by subgroups?
- Is disaggregation practiced across different reporting mechanisms and incorporated consistently into policy evaluation, accountability, institutional reporting, etc.?

4. Disproportionate Impact

- Could the policy cause disproportionate impact to groups based on other factors?
- Who will benefit from the policy? Who will be excluded? Who is not eligible?
- Does this policy, potentially claiming to benefit all Virginians, provide additional resources to the privileged, at the expense of or at the same rate as to the disadvantaged? Does this policy promote equitable, equal or biased impact?

5. Policy Consistency and Ubiquity

- Are the needs of identified communities consistently included in the policy?
- Are the same disaggregated indicators used in planning, evaluation, accountability, institutional reporting requirements, etc.?

6. Equity Framing

- How is the case for equity framed? as an economic, demographic shifts and/or moral imperative?
- Have data been collected and analyzed to clearly show trends in educational and workforce needs, demographic shifts to appeal to a broad base of stakeholders across sectors?



So you want to talk about race

Ijeoma Oluo

THE COLOR OF LAW

A FORGOTTEN HISTORY OF HOW OUR GOVERNMENT SEGREGATED AMERICA

RICHARD ROTHSTEIN

Tatum

WHY ARE ALL THE BLACK KIDS SITTING TOGETHER IN THE CAFETERIA?

BASIC BOOKS

WE CAN'T TALK ABOUT THAT AT WORK!

MARY-FRANCES WINTERS

BK

AGUILAR

Coaching for Equity

POASTY AND

KNIGHT

BETTER CONVERSATIONS

CORWIN

Hammond

Culturally Responsive Teaching & THE BRAIN

CORWIN

irving

waking up white

POASTY AND

INCLUSIVE CONVERSATIONS

MARY-FRANCES WINTERS

BK

Brené Brown dare to lead

>

SUE CALLE MENDEZ ALSAIDI GLAESER

MICROINTERVENTION STRATEGIES

WILEY

Cultural Competence NOW

MAYFIELD

ASCD

ROBIN DIANGELO

Nice Racism

HOW PROGRESSIVE WHITE PEOPLE PERPETUATE RACIAL HARM

ALISON PRESS

KHALIFA

CULTURALLY RESPONSIVE SCHOOL LEADERSHIP

The 14th Amendment

