Equity

In education, the term equity refers to the principle of fairness. While it is often used interchangeably with the related principle of equality, equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal.

It has been said that “equity is the process; equality is the outcome,” given that equity—what is fair and just—may not, in the process of educating students, reflect strict equality—what is applied, allocated, or distributed equally.

Source: www.edglossary.org
Neurons

SYNAPTIC CONNECTIONS

SMART / STUPID
SAFE
BELONGING
LENSES SCRIPTS

Danger of a Single Story

"So that is how you create a single story: show people as one thing, as only one thing, over and over again and that is what they become."
- Chimamanda Adichie

"Stories can break the dignity of a people. But stories can also repair that broken dignity."
- Chimamanda Ngozi Adichie

Countering The Single Story

Engage
Dialogue
Understanding
Progress

Four Stories

Scissors
An Accident
Bedtime Funnies
Holding Hands
Privilege
You don’t have to check your identity when you enter a space

What is Your Content Area Expertise?
Navigating Education
You are Navigational Professors

Teachers/Professors Help Students Master Content
(Skills or Subject Mastery)
- Math
- History
- Communication
- Automotive Mechanics
- Shakespearean Poetry

Borderland Identities
Place
Belonging
Authenticity
Voice
Self Authorship
Empowerment
So, what do we do to empower students for a college trajectory?

How do we help flip scripts?

Encontré Mi Voz

Hidden Voices: Graffiti
CARE Approach

A student's capacity to succeed in higher education is strongly influenced by her ability to make sense of her PLACE, PURPOSE, and RELATIONSHIPS within the institution.

A student's capacity to succeed in the classroom is influenced by his ability to make connections with the classroom ENVIRONMENT, CONTENT, and PEOPLE.

Connection

Education is a community process and students learn in social contexts. Therefore, educators must recognize the importance of education that is collaborative, team-based, and full of mentors that students can respond to.

Ask yourself, am I....

- Demonstrating genuine interest? Actively listening for cues? Smiling? Staying positive? Being present?
- Creating peer-mentoring opportunities?
- Seeking out formal and informal mentoring moments?
- Engaging students in multiple campus touch points?
- Communicating availability?
- Inviting role models and mentors into students' lives?

Authenticity

One of the most important indicators of student success is a student's sense of confidence in his or her ability to accomplish hard things. One of the most important things an educator can do to help students develop confidence is to validate their strengths.

Ask yourself, am I....

- Learning and remembering the names & stories of students (pronunciation)?
- Validating student identities (signs and symbols)?
- Focusing on strengths (strengths assessment) rather than deficits?
- Sharing control of the educational experience with students?
- Sharing some of my own story of higher education navigation to demonstrate vulnerability?

Relevance

If students are to develop cultural competence and the skills to navigate an increasingly diverse world, they must be exposed to the realities of difference. In other words, true learning comes from connections to experiences that are relevant a student's world.

Ask yourself, am I....

- Communicating and demonstrating the value of the information I am providing to life, career, higher education?
- Showing genuine passion for helping students find their world?
- Engaging students in real-life challenges/scenarios?
- Creating opportunities for students to take ownership of their learning (conditions for voice and authorship)?
- Proactively finding resources that are real?
Empathy

Before we can hope to help students navigate education, college, and career, we first have to understand what they might be going through.

Ask yourself, am I....

- Judging a student before I even get to know their story?
- Translating the jargon of the school or schooling system that can often times be confusing?
- Aware of the resources this student might need to be successful?
- Helping build confidence in the navigation process by being clear about the information I give?
- Approaching this interaction as if this may be the student’s last effort to “try” education?

Objectives & Goals

<table>
<thead>
<tr>
<th>Objective #1</th>
<th>Objective #2</th>
<th>Objective #3</th>
<th>Objective #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access, Equity, &amp; Opportunity</td>
<td>Curriculum &amp; Learning for Intercultural Competence</td>
<td>Supportive Campus Environment</td>
<td>Academic Inclusivity &amp; Regional Stewardship</td>
</tr>
<tr>
<td>Goal #1 Increase and improve access to UVU for underrepresented students and students with varying levels of academic preparation.</td>
<td>Goal #1 Increase student intercultural competencies through curricular and co-curricular learning opportunities with diverse courses, individuals, and communities.</td>
<td>Goal #1 Improve students’ and employees sense of validation, belonging, and personal safety.</td>
<td>Goal #1 Maintain and continue development of academic courses, programs, and offerings that reflect students’ interests and the region’s educational needs.</td>
</tr>
<tr>
<td>Goal #2 Increase academic success of and support for underrepresented students and students with varying levels of academic preparation.</td>
<td>Goal #2 Increase the intercultural competencies and capacities of faculty and staff through intercultural engagement opportunities.</td>
<td>Goal #2 Increase recruitment, retention, and advancement of underrepresented faculty and staff at all levels of the university to enrich university life and provide role models.</td>
<td>Goal #2 Maintain and strategically develop a robust set of course delivery times, sites, and methods responsive to students’ needs.</td>
</tr>
</tbody>
</table>

Assessment & Accountability

- Improve assessment of and accountability for inclusivity at every level of the university.

Budget & Fundraising

- Create and sustain an institutional financial infrastructure that effectively supports inclusivity.

Action Steps

OBJECTIVE #1 - ACCESS, EQUITY, & OPPORTUNITY

UVU provides accessible and equitable educational opportunities and resources for all students.

GOAL 1 - Increase and improve access to UVU for underrepresented and underprepared students.

<table>
<thead>
<tr>
<th>Student Access Need</th>
<th>Action Steps</th>
<th>Primary Stewards</th>
<th>Proposed Partners</th>
<th>Completion Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create an explicit presence of inclusiveness on campus</td>
<td>Special Assistant to the President</td>
<td>Marketing, Web Development, AIA, AIP</td>
<td>September 2017</td>
<td></td>
</tr>
<tr>
<td>Increase the strategic marketing plan to target underrepresented and underprepared students by increasing</td>
<td>VP, Student Affairs, AIP, Marketing</td>
<td>AIP, Recruitment &amp; Outreach, Financial Aid, Director of Academic Programs</td>
<td>December 2014</td>
<td></td>
</tr>
<tr>
<td>Establish and market processes and resources for translation of key marketing materials into Spanish</td>
<td>Director of Multicultural Student Services</td>
<td>Senior Marketing, Prospective Student Services, Web Development, ESL, DPhi Alpha, School of Education</td>
<td>December 2014</td>
<td></td>
</tr>
<tr>
<td>Conduct scholarship campaign to increase the $50,000 endowed scholarships with a significant percentage dedicated to</td>
<td>VP, Development, Financial Aid</td>
<td>AIP, Academic Affairs, VP, Student Affairs</td>
<td>September 2017</td>
<td></td>
</tr>
<tr>
<td>Establish access and inclusion focused initiative within UVU’s K-12 Alliance</td>
<td>President</td>
<td>BYU &amp; K-12 Alliance</td>
<td>August 2014</td>
<td></td>
</tr>
<tr>
<td>Establish goals for recruitment and representation of underrepresented students in all colleges and schools</td>
<td>Deans</td>
<td>Prospective Student Services</td>
<td>Ongoing</td>
<td></td>
</tr>
</tbody>
</table>
Improvements over the past seven years

- Since 2009, UVU has increased the percentage of students of color by 108%.
- During that same time, UVU has increased the percentage and number of faculty of color by 110%.
- Latina/o student enrollment has increased from 1,066 in 2009 to 3,760 in 2016 (Fall headcount).
- Native American/American Indian student enrollment has increased from 280 in 2009 to 550 in 2016 (Fall headcount).
- 38% of UVU students (roughly 13,300) are first-generation (neither parent/guardian has a bachelor’s degree).
- Made progress on 33 of 36 Action Steps in Strategic Inclusion Plan
- Invested over $3.1 million in Inclusion, Diversity, Equity, and Access initiatives.
People of the Pacific Initiative

Expanded Wee Care Center

Family / Gender Neutral Bathrooms & Mother’s Rooms

Cut Ribbon on New Veteran’s Center
Employee Inclusion

Does your approach help students feel like they **belong** at your school?

Have you helped start a **winning streak** in their lives?

Are you empowering students to become **authors** of their own stories?

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**Mahalo**

kyle.reyes@uvu.edu

[Icons for LinkedIn, Facebook, Instagram]