**USC Equity Leadership Alliance**

**Topic: Accountability and Incentives for Advancing Racial Equity**

**Session#10** 6-2-2021

Debrief date: 6-2-2021

**Attendees:** Dr. Vaniethia Hubbard, Maria Aguilar Beltran, Susan Hoang, Janice Love, Kimberly Mathews, William Nguyen

**Debrief Notes**

* We need to come together and continue to work towards dismantling silos. Looking at how we award grant funds, Perkins, etc. Have more checks and balances to make sure we are not duplicating efforts and funding.
* There is great work being done but we need to increase our efforts on cross campus conversations. There is a need for further intentionality and checking if funding is being asked from other sources when a request is submitted.
* We need to review our systems to make more visible our budgets and spending. Possible solution in progress: through Nuventive, our college is trying to add a way to check if funds have been requested.
* Our college needs to create Individual level of accountability for everyone. Some of the critical questions that we need to ask ourselves are:
  + What do we do about the racial climate at our college?
  + What systemic barriers students are facing?
  + What policies are impacting students?
  + What procedures are in place that make it difficult for students to continue with the matriculation process?
  + We need to shift our efforts and evaluate how we use data to make informed decisions using the inquiry paradigm.
  + We tend to look at students not doing well instead of what we are doing? This needs to be a form of institutional accountability for our college
  + Possible action item: Racial equity report that is visible in the landing page of the college to transparently display our commitment and share our progress.
* Possible Idea: Data and Equity Summit
  + Layout data and have discussions that are broken out into categories of priority for the college.
  + Engage cross-disciplinary teams to address some questions such as, what do we do based on the data?
  + What are the next steps to engage is change? How do we take that information and move it to action that is transformative?
  + We have data but there is no leadership that follows through on looking at the data.
* Action items:
  + We need to lay out a vision regarding racial equity in the different areas. This vision needs to actively involve the administration leadership and be guided in collaboration with other campus leaders.
  + Create further opportunities for faculty within their corresponding disciplines to talk amongst themselves as a way to start conversations about racial equity. Provide guidance and tools through PD that can be used and shared with all departments and divisions.
  + Continue to expand the PD opportunities that includes highlighting our local talent that is actively involve and trained on equity and social justice.
  + We need to have a shared commitment at our campus regarding racial equity and social justice. A group that can help strategize is SEAP Committee and GP & Equity Exec Team.
* We should inquire with the campus and ask if there are things that can help colleagues do a better job? In particular, given this pandemic has shown us that traditional work practices can shift and help support even more non-traditional students.
* Faculty Data Coordinators at Mt. SAC to spread the critical data and a framework to support departments and divisions to have engaging and intentional conversations about transformation and change.
* USC equity campus climate surveys have been sent to SAC students. We will be sharing the data in the Fall 2021 semester. We will also be collecting other campus climate surveys that look at the attitudes of faculty, staff, etc. as it pertains to the campus culture.
* Use the worksheet with module 2 for our Teaching and Learning Equity Minded Institute.
  + What is the state of racial equity at our institutions? (add the slides with the ways that we can contextualize data)

**Session Notes:**

What does accountability mean to you? (We need to ask this question and have a common definition for what we mean when we use this word)

* Institutional Level
* Division/Department
* Course
* Academic

**Things to know about accountability:**

* Accountability systems typically used by external bodies to assess the performance of public colleges
* Accountability systems typically consist of quantitative measures displayed in dashboards
* Accountability systems typically focus on efficiency, return on investments, and scalability
* Accountability systems typically are often about compliance and filing reports
* Accountability systems lacks process indicators or deemphasize the need to understand educational processes and institutional contexts.

**The Inquiry Paradigm**

Data-Gaps-Inquiry (into the causes)-Informed Solutions-Evaluation (Of implemented Solutions)

* We need to learn how to engage in inquiry as an institution in order to shift from the data paradigm. The data and inquiry needs to be grounded in:
  + **Equity**-emphasis is on achieving parity in educational outcomes.
  + **Race conscious**- awareness of how race and ethnicity can affect the opportunities available to an individual.

**The Racial Justice Meaning of Equity**

* **Corrective Justice:** For the educational debt owed to be descendants of enslaved people and other minoritized populations willfully excluded from higher education.
  + Example of a policy that has the potential of corrective justice: AB 705 if implemented correctly with a focus on race.
* **Anti-Racist Project:** To confront overt and covert racism embedded in institutional practices, structures, and policies.
* **Decentering Whiteness:** To magnify whiteness and make it visible to higher education leaders, policy makers, philanthropists, and intermediaries.

**Racial Equity-**

* **Critical Dimension:** Recognition that institutional racism (and sexism) is an entrenched characteristic of colleges and universities that has to be dismantled with strategies that are color conscious, informed by critical race theory and systemic.
  + Example: How do we prioritize the use of resources-Who is in our honors programs?
  + How did students grade the response to George Floyd murder? College context is not experienced the same way by college students. When data is disaggregated it tells a different story. Based on the data shared students that identified as Asian American were more likely to grade “A “ versus African American students were least likely to give an “A”.
* **Accountability Dimension:** If we compare groups by the performance of the dominant group, we are still centering whiteness. We need to make each racial group their own bench mark. Data is usually reported in the aggregate which obscures the reality. There are racialized consequences.
  + Papering data -URM- Under Representative Minority (we do not do this, but should)
  + Substitute race talk with poverty talk (socio-economic status does not substitute for racial equity)
  + The myth of universalism-think that because we have programs all students benefit the same way. With our GP work, we are not always looking at the racialized consequences.
  + We should not say there are gaps in outcomes because courses do not perform instead we should discuss them from the context of there being gaps in course performance for different racial groups.

**Part II**

The classroom, according to Bell Hooks "remains the most radical space of possibility in the academy.".

Why inquiry?

**Inquiry Helps to Identify:**

* Institutional practices that are supporting African American, LatinX, etc. students
* How does the syllabus speak to lived experiences to Black and LatinX students?
* Dr. Jesus Miranda: "Institutional accountability for racial equity would require we place the primary focus on the classroom instruction and get away from the idea that what is currently in place will work, and that student services will be the road to racial equity. We must revamp our structures, such as equity, professional development, tenure review, all using racially disaggregated data;"
* We need to think about our individual power: Do I use my power for those who have the greatest need? OR Do I use my power to support oppressive practices of our institutions?

**Accountability at the instructor level disaggregated:**

* What can we do with the data?
* Name and quantify gaps-If two more Latinx students pass, it will…
* Describe the gaps in ways that make action easier-do further inquiry?

**Set goals:**

* Regularly collect and monitor it-
* We have never been taught how to perform racial equity: We are First Generation Equity Practitioners
* Relationship with students matters!
* Talking one-on one
* Helping them start the homework
* It's not about Me as the instructor, we need to remember that!