Closing the Equity Gap:
Design Principles for Institutional Transformation

Dr. Vijay Pendakur
AAC&U HIPS Institute
June 2019
My Equity Design Resume

DePaul
- Office of Multicultural Std Success
- Retention and grad strategy programs

CSUF
- AVP for Student Success
- Enterprise strategy – focus on graduation

Cornell
- Dean of Students
- Inclusion, Wellness, and Belonging
Equality vs Equity

Biased System

Equality

Equity
Session Overview

1. Seating design – Cross-Institutional
2. Mini Seminars
3. Table-top exercises with worksheets
4. Two part experience
Creating a Genuine Sense of Belonging
I AM HUMAN AND I NEED TO BE LOVED JUST LIKE EVERYBODY ELSE DOES.
Key Belonging Messages

1. You are not alone
2. You are valued here
3. It gets better
Key Belonging Messages

1. You are not alone
2. You are valued here
3. It gets better
Universal Design for Learning
Design that is usable to the greatest extent possible by everyone without the need for adaptation or specialized design.
• In a naive approach to design, we often design for an imaginary, "typical" user.

• When we roll out our design, we then have to retrofit for people outside this imagined user.

• Universal Design calls us to start designing for all of our users from the beginning of the design process.
Universal Design for Learning

AFFECTIVE NETWORKS: THE **WHY** OF LEARNING

Provide Multiple Means of Engagement
*Purposeful, motivated learners*

RECOGNITION NETWORKS: THE **WHAT** OF LEARNING

Provide Multiple Means of Representation
*Resourceful, knowledgeable learners*

STRATEGIC NETWORKS: THE **HOW** OF LEARNING

Provide Multiple Means of Expression
*Strategic, goal-directed learners*

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## Guiding Questions

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<thead>
<tr>
<th>ENGAGEMENT</th>
<th>REPRESENTATION</th>
<th>ACTION &amp; EXPRESSION</th>
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<tbody>
<tr>
<td><strong>Does the learning experience provide all learners with options to:</strong></td>
<td><strong>Does the presentation of information provide all learners with options to:</strong></td>
<td><strong>Do the activities provide all learners with options to:</strong></td>
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<tr>
<td>1. Become engaged and interested?</td>
<td>1. Perceive what needs to be learned?</td>
<td>1. Physically respond or interact?</td>
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<td>2. Sustain effort and motivation?</td>
<td>2. Understand the symbols and expressions?</td>
<td>2. Express themselves fluently?</td>
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<td>3. Regulate their own learning?</td>
<td>3. Reach higher levels of comprehension and understanding?</td>
<td>3. Act strategically?</td>
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Article

Getting Under the Hood: How and for Whom Does Increasing Course Structure Work?

Sarah L. Eddy* and Kelly A. Hogan†

*Department of Biology, University of Washington, Seattle, WA 98195; †Department of Biology, University of North Carolina, Chapel Hill, NC 27599

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But we've always done it this way!
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Three key concepts from part 1:

- Equity
- Belonging
- UDL
Asset Lens: How we frame questions

Rather than...

1. Why are Black men failing?

We ask:

1. “What mindsets and strategies are being employed by Black men in our program that are highly successful?”

1. Why don’t women succeed in STEM?

1. “What strengths do our female students posses that can help them be successful in STEM?”
Whose culture has capital?

Credits:
Hack the Hood Academy
Practitioner Mindset: Cultural Humility
Framework: Competence vs. Humility

• From detached mastery of a finite body of knowledge to a lifelong

• Fixing power imbalances – “One holds power in scientific knowledge, the other holds power in personal history and preferences.”

• We cannot individually commit to self-evaluation and fixing power imbalances without advocating within the larger organizations in which we participate.
<table>
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<tr>
<th>Cultural Humility</th>
<th>Cultural Competence</th>
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<tr>
<td>• Self-evaluation</td>
<td>• Focused on knowing the other</td>
</tr>
<tr>
<td>• Address power imbalances</td>
<td>• Goal: become proficient</td>
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<td>• Develop mutually beneficial partnerships</td>
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</table>
Cultural Humility = Growth Mindset
Five key concepts to work with:

- Equity
- Belonging
- UDL
- Asset Lens
- Cultural Humility