Access, Equality, Equity, and Inclusion: Tools for an Intentionally Inclusive Climate

Shani Barrax Moore
Director of Diversity and Inclusion

21st Century SKILLS
The new toolbox for student success

DIVISION OF INSTITUTIONAL EQUITY & DIVERSITY
UNT
Today We Will:

• Discuss the difference between access, inclusion, equality and equity, their relationship to intentional inclusion, and how their knowledge and practice relates to our role as student success professionals.

Essential Question:

• How do we apply these concepts to UNT’s movement towards MSI and HSI Status?
Have you heard this before?

“I treat all of my students the same.”

“I don’t see you as a ... (insert identifiers here)”

“Why do I have to spend all this time (or spending all of this money) doing things differently for this ONE student (or employee, or situation, or.....)?”

OTHERS?

What do all of these have in common?
So what’s the difference?

What do you think is the difference between access, equality, equity, and inclusion?
As the division builds upon the skills and talents of its staff through the lens of a unit “under construction,” it continues to build an intentionally inclusive climate through **PROGRAMS, PRACTICES, POLICIES, and PEOPLE** where all students and employees can succeed as part of the University of North Texas community.
What is *Access*?*

The goal of institutions and policies to facilitate **equal and equitable opportunities to take advantage of education.**

To achieve, generally requires additional services or **removal of any actual or potential barriers preventing equitable participation.**

The factors associated with some **identifiers** such as race, religion, sexual orientation, disability, family income, or educational attainment levels **may increase opportunity gap** and contribute to **less access relative to other students.**

**Also known as** **equal opportunity.**

*The Glossary of Education Reform, Great Schools Partnership. [www.edglossary.org](http://www.edglossary.org)*
What is *Equality*?

**The state of being equal**: rights, treatment, quantity, or value equal to all others in a specific group*

Equality can also mean “sameness;” to treat everybody the same would be treating them equally, but *doesn’t work if there are inequities (or different experiences) among the groups*

Goal of *equity* is to fill the gaps that prohibit those being treated equally or having same opportunities to achieve “weighted equality”

*Webster’s and Bing Dictionary*
What is Equity?

Closing (opportunity) gaps between and among groups based upon their relative resources, situational factors, historical deficits, and (often unintentional) policies and practices that create barriers to success.*

Also known as “leveling the playing field” to these gaps and make things fair.

In making things fair, they are not necessarily equal.

*Achieving the dream
Equality assumes we are all starting from the same place.

*Equity addresses historic (and other) privilege-based deficits.*
Within the postsecondary education community, “equity” is further defined into three terms including:

• (1) **representational equity**, which refers to the proportional **participation** of historically underrepresented student populations at all levels of an institution;

• (2) **resource equity**, which takes account of the **educational resources**, when unequally distributed, that are **directed at closing equity gaps**; and

• (3) **equity mindedness**, which involves institutional leaders and staff demonstrating an **awareness and a willingness to address** equity issues.
Inequities and Opportunity Gaps

Socioeconomic
- Resource Gap: lacking the necessary tools to help enhance learning, such as tutoring, healthcare, nutrition

Linguistic
- Comprehension Gap: difficulty understanding text, instructions, writing proficiency, assignments

Instructional
- Preparedness Gap: K-12 experience in overcrowded schools with less prepared teachers, fewer resources

Disability
- Learning Gap: lack of diagnosis and/or accommodation creates disparity between what is taught and what is learned

All are privilege-based gaps
Inclusion = Access + Equity for “Weighted Equality”

Inclusion (climate) =

Seeing difference without stereotype

Access (goal) +

Affirming difference for full engagement

Equity (means)

Equal opportunity
Barrier Removal

Fairness
Differentiation

Inclusion = Access + Equity for “Weighted Equality”
What Does This Look Like?

**Example:**
- **Access:** provide services and differentiation so that students speaking other languages can complete
- **Equity:** providing ESOL classes for students that need it
- **Equality:** requiring all students to take English as an Other Language
- **Inclusion:** having the options available to everyone
How does this impact our approaching Minority Serving and Hispanic Serving Status?

How does this affect our changing student **DEMOGRAPHICS**?

How does this affect how we **SERVE** them?

What are the **CHARACTERISTICS** of a university that is practicing access, equity, and inclusion?

What **SYSTEMS** need to change to do so?
<table>
<thead>
<tr>
<th>1. <strong>Clear commitment</strong></th>
<th>to creating an <strong>inclusive organization</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. <strong>Seeks, develops, and values</strong></td>
<td>the <strong>contributions and talents of all members</strong></td>
</tr>
<tr>
<td>3. <strong>Includes all members as active participants</strong></td>
<td>in <strong>decisions</strong> that shape the organization</td>
</tr>
<tr>
<td>4. <strong>Employees reflect diverse social and cultural groups throughout all levels</strong></td>
<td>of the organization, and <strong>demonstrate the multicultural competencies</strong> to serve the <strong>increasingly diverse student populations</strong></td>
</tr>
<tr>
<td>5. <strong>Acts on its commitment</strong></td>
<td>to <strong>eliminate</strong> all forms of <strong>exclusion/discrimination</strong> within the organization, including <strong>racism, sexism, heterosexism, ageism, classism, ableism, religious oppression</strong>, etc.</td>
</tr>
<tr>
<td>6. <strong>Follows through</strong></td>
<td>on <strong>broader social and environmental responsibilities</strong></td>
</tr>
</tbody>
</table>

**INCLUSION VIA 4P’S: POLICIES, PROGRAMS, PRACTICES, PEOPLE**
What policies, programs, practices, and people need to change within these areas?
<table>
<thead>
<tr>
<th>Steps towards change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate Survey</td>
</tr>
<tr>
<td>Learning and development opportunities</td>
</tr>
<tr>
<td>Empowerment and engagement of students and employees</td>
</tr>
<tr>
<td>Strategic Partnerships (internal and external)</td>
</tr>
</tbody>
</table>