

# **UW Oshkosh: Equity Scorecard Project Discussion**

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# Agenda

- Introductions
- Equity Scorecard Review
- Deficit Thinking and Equity Mindedness
- Gateway Courses
- Brief Review of the Data
- Group Discussion: How do you interpret the data?
- Group Discussion: How might you engage your colleagues in a discussion about the data?
- Questions, Answers, and Discussion

# Equity Scorecard: Review

- A tool used to organize institutional data into indicators of performance that facilitate meaningful discussion and institutional self-assessment
- Approach developed by the Center for Urban Education, University of Southern California

# Equity Scorecard: Review

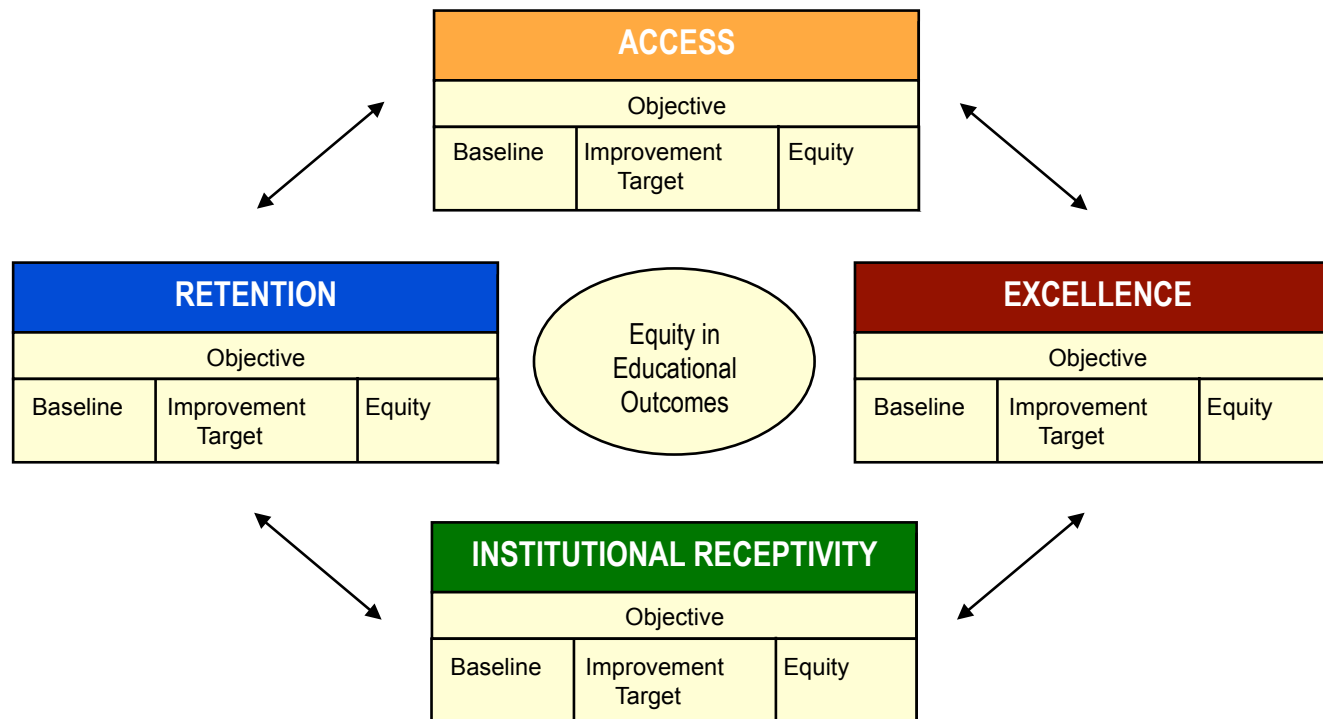
- An institutional **process** of becoming aware of racial inequities, interpreting the meaning of these inequities, and acting to address those inequities
- Regards inequities in educational outcomes as a problem of **institutional performance**, rather than of student deficiencies
- One **benchmark** for equity is white students

# Equity Scorecard: Review

- Awareness: Engage in institutional self-assessment to provide a clear and unambiguous picture of inequities
- Interpretation: Analyze and integrate the meaning of the inequities
- Action: Develop strategic actions to achieve equity in educational outcomes based on data, not assumptions

# Equity Scorecard Framework

## Equity Scorecard Perspectives:



# Deficit Thinking

- “I treat every student the same. If students fail, they do not have the necessary preparation, motivation, aptitude, etc.”
- Assumptions:
  - Pedagogy can be monolithic and serve all students equally.
  - Students fail themselves.

# Deficit Thinking

- “Are you asking me to lower my standards?”
- Assumptions:
  - Diversity and inclusiveness mean lower standards and not excellence.
  - Dominant and/or traditional models of evaluation are fair and inclusive.

# Deficit Thinking

**In short, deficit thinking blames the student for unequal educational outcomes.**

# Equity Mindedness

- Refers to the perspective or mode of thinking exhibited by individuals who call attention to patterns of inequity in student outcomes and are willing to assume personal and institutional responsibility for the elimination of inequity.
- This includes being “color conscious,” noticing differences in experience among racial-ethnic groups, and being willing to talk about race and ethnicity as an aspect of equity.

# Equity Mindedness

**In short, equity minded individuals reflect on institution-based dysfunctions and consider their own roles and responsibilities as well as those of their colleagues in the production of equitable educational outcomes.**

# Gatekeeper Courses

## **Measure:**

Large “passing grade” (C-or better) gaps between White students and students of color in introductory courses in biology and mathematics.

## **Issue:**

These courses serve as gateways to multiple academic major programs, including competitive programs such as nursing and business.

# Group Discussion

- How do you interpret the data?
- What do you make of the inequities between students of color and white students?
- What might be contributing to the inequitable outcomes between students of color and white students?

# Group Discussion

- How might you engage your colleagues in a discussion about the data?
- What steps will you take to address the data findings with colleagues in your department?
- What actions might be taken by your department to address the patterns of inequity in student educational outcomes?

# Wrap-up

- Questions, answers, and discussion
- Next steps
- Thank you!
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