

Successes in Action: Peer to Peer Learning Session

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Successes in Action: Peer to Peer Learning Session

- The purpose of this event is to explore Diversity, Equity, and Inclusion experiences in the workplace to determine best practices for employee and organizational success.
- Participants will explore how Diversity, Equity, and Inclusion (DEI) influence policies, practices, and relationships in the workplace.
- Participants will engage in a reflective dialogue to share DEI experiences as well as best practices for creating a positive, inclusive work environment.
- Participants will learn how to acquire resources that support DEI initiatives in the workplace.

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Removing
the systemic
barriers

Sumon Al Mamun

MONDAY 5:55 PM

6

Share



Definition of “System”

—
“regularly interacting or
interdependent group of items
forming a unified whole”

- Merriam Webster Dictionary

Self Advocacy

“...being able to work within a system, knowing how and when it is necessary to challenge that system, while demonstrating independence”

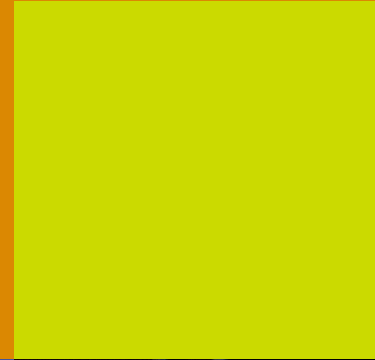
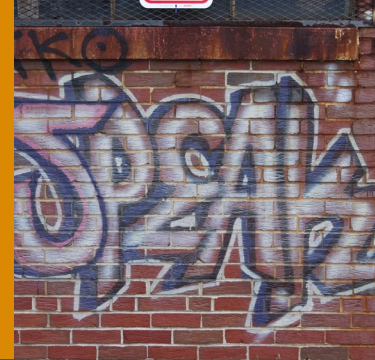
Cultivating Self-Advocacy for All Students on College Campuses

Kathleen A. D'Alessio and Dorothy A. Osterholt

<https://nebhe.org/journal/cultivating-self-advocacy-for-all-students-on-college-campuses/>



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Know Your Rights (and our students' rights!)

Home > Student conduct, support and intervention > Student conduct > Community standards

Community standards and university policies

It is the responsibility of each community member to become familiar with the standards of the Wayne State University community. Information regarding specific university policies, including but not limited to those listed below, is available below.

[Student Code of Conduct](#)

[Student Rights and Responsibilities](#)

[Non-Discrimination/Affirmative Action Policy](#)

[Acceptable Use of Information Technology Resources](#)

[House & Residential Life Community Living Guide \(PDF\)](#)

[Sexual Assault Policy](#)

[Sexual Harassment Statute](#)



WAYNE STATE UNIVERSITY

Office of Equal Opportunity

- About us
- Services
- Policies
- Resources
- Training sessions
- Laws and definitions**
- Accommodations for faculty and staff
- Faculty hiring process
- FAQ
- Contact Us

Title IX

Report incidents of sexual misconduct

Home > Laws and definitions

Laws and definitions

Federal laws

Major federal laws covering affirmative action, equal opportunity, discrimination and

- **Equal Pay Act of 1963** protects men and women who perform substantially equal work for the same employer on sex-based wage discrimination. The U.S. Equal Employment Opportunity Commission (EEOC) is the law enforcement agency charged with enforcing the Act.
- **Title VI of the Civil Rights Act of 1964** prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance. Programs and activities receiving financial assistance from the United States Department of Education are covered by Title VI.
- **Title VII of the Civil Rights Act of 1964** prohibits discrimination in employment on the basis of race, color, sex, religion, and national origin. It also is unlawful under the Act for an employer to take retaliatory action against an employee for opposing employment practices made unlawful by Title VII or for filing a discrimination charge, testifying, or assisting or participating in an investigation, proceeding, or hearing under Title VII. The U.S. Equal Employment Opportunity Commission (EEOC) enforces Title VII against private employers and the Equal Employment Opportunity Division, U.S. Department of Justice enforces Title VII against state and local governments.
- **Executive Order 11246** requires certain government contractors to engage in affirmative action.


Home > Accommodations

Accommodations and services

Accommodations and services are individualized and based upon the student's documented need. Accommodations and services cannot be guaranteed if students choose not to follow the procedures for registration and documentation. Sufficient documentation supporting the need for appropriate and reasonable accommodations and services is required. Accommodations and services cannot be guaranteed if students choose not to follow the procedures for registration and documentation.


Accommodations and services can be revisited as needed, but they are not retroactive and must be requested in advance. Procedures are not followed with reasonable, advance notice. Accommodations and services are provided on an individual basis. The following are examples of accommodations and services:

1. [Alternative testing](#)
2. [Interpreter/CART reporting](#)
3. [Alternative text format](#)
4. [Note taking assistance](#)
5. [Assistive technology](#)
6. [Use of SDS exam/study rooms](#)



**Think of a time you noticed
something that was unfair
in a work or school setting.
Did you speak up about it?
Why or why not?**

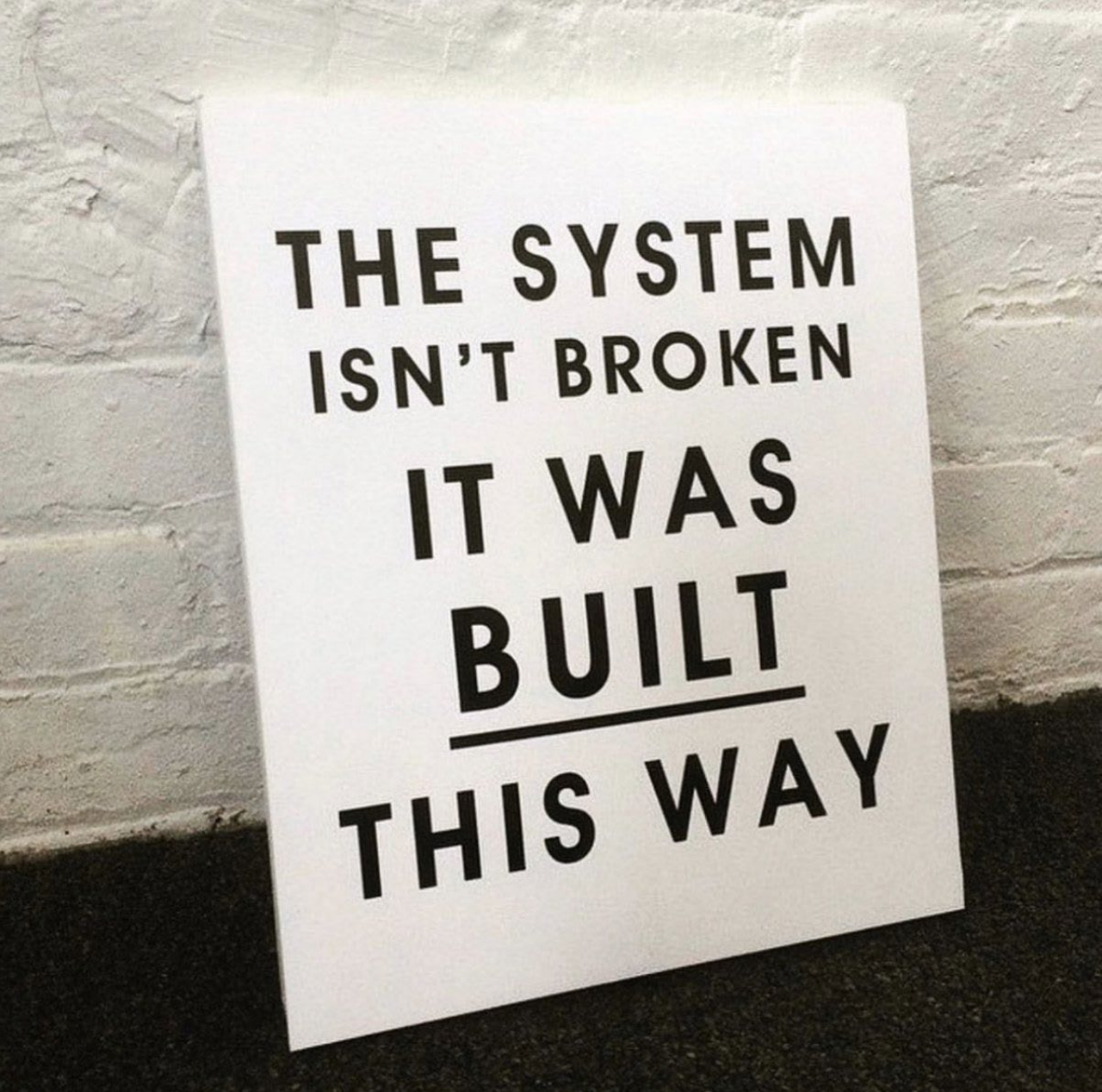
**Let us know in the poll
& chat!**



Navigating the Higher Education System



**Higher Education
was not designed
for everyone**



**THE SYSTEM
ISN'T BROKEN
IT WAS
BUILT
THIS WAY**

College is confusing especially for those with limited exposure to the higher ed system



Advocating for and with our students

Individual level

- Accompany students to meetings and/or get cc'd on emails
- Demystify university processes for students as they encounter barriers
- Help students manage deadlines, paperwork, and other bureaucratic systems
- Empower students!

Institutional level

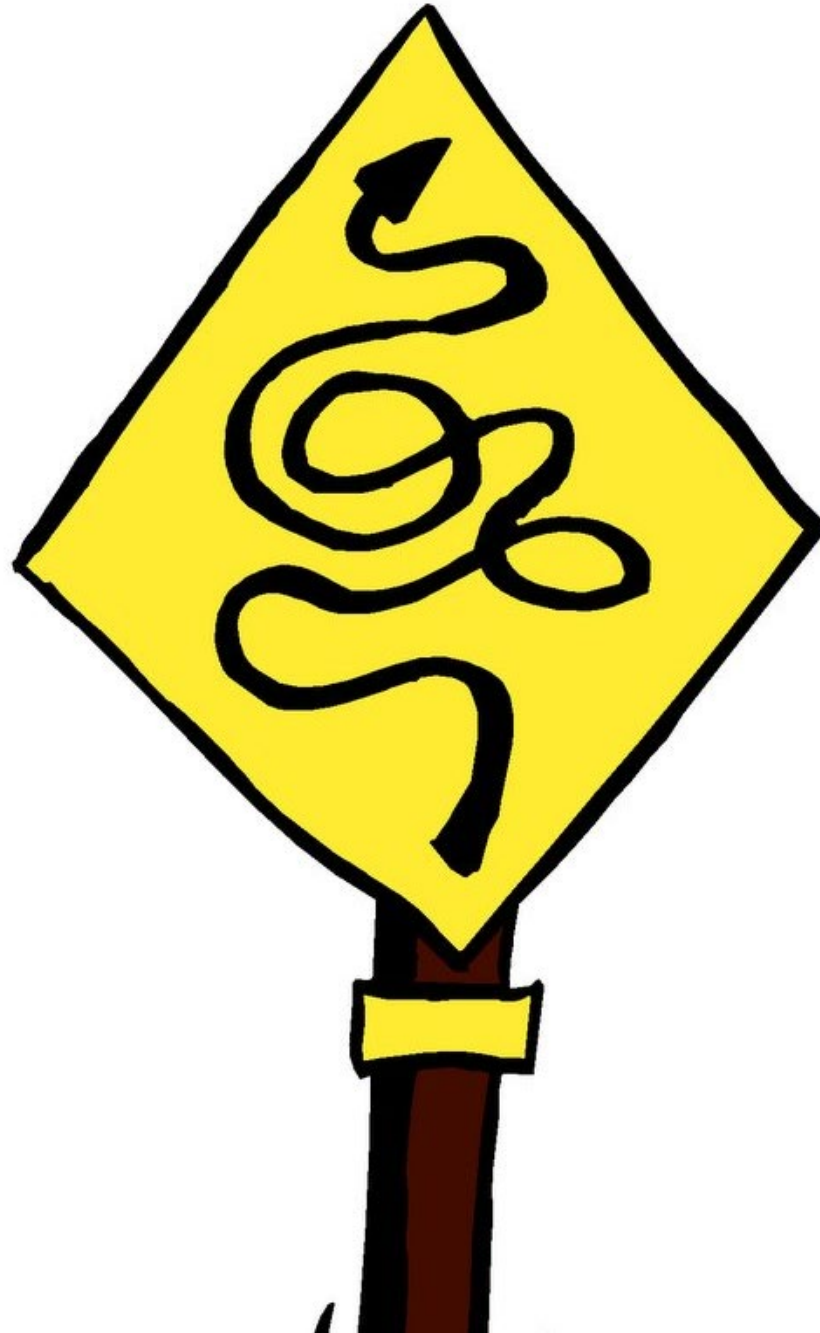
- Fight for more transparency and easy to navigate processes/procedures
- Collect and share data, student stories, and anecdotes with “higher-ups”
- Challenge unfair policies
- Empower students!

**Encourage students to
ask questions
and seek out as much
info as possible**

*(this is good advice for
us as well!)*



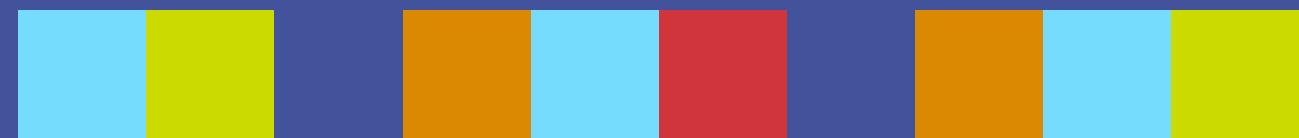
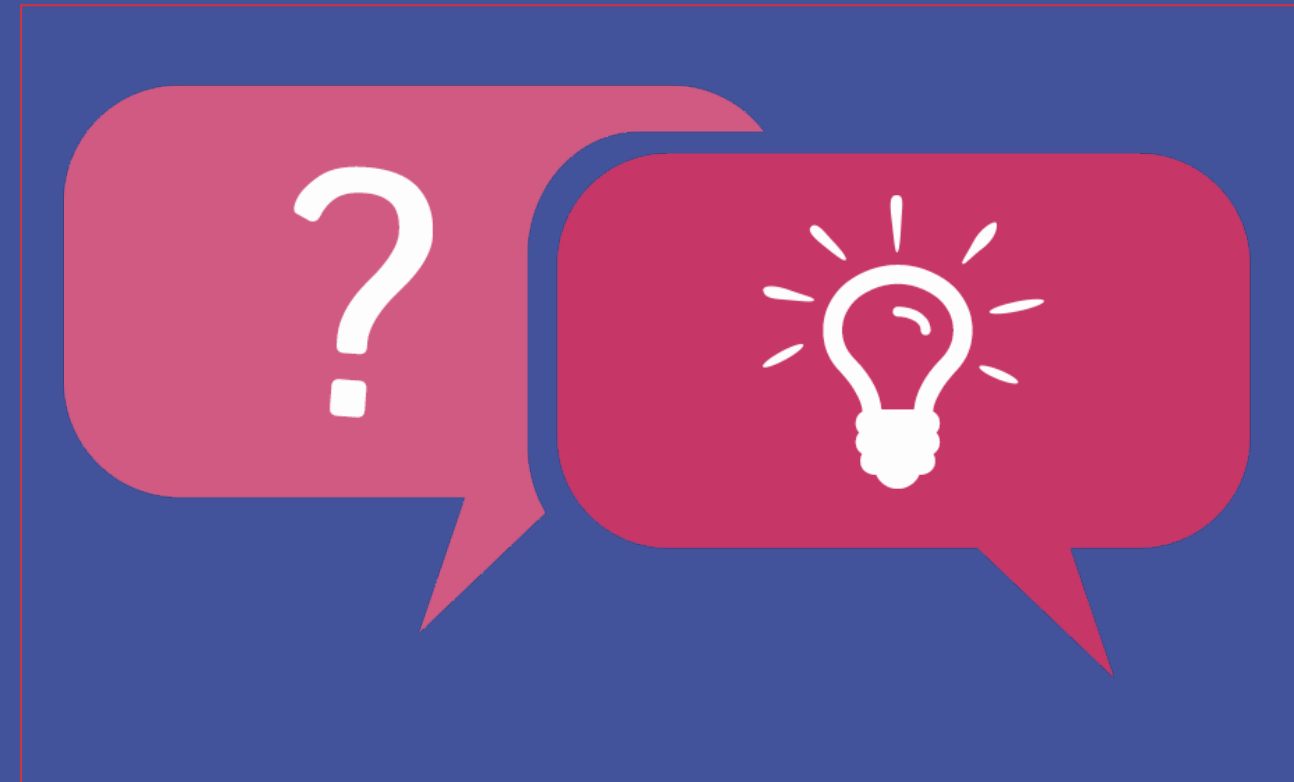
Navigate & Negotiate



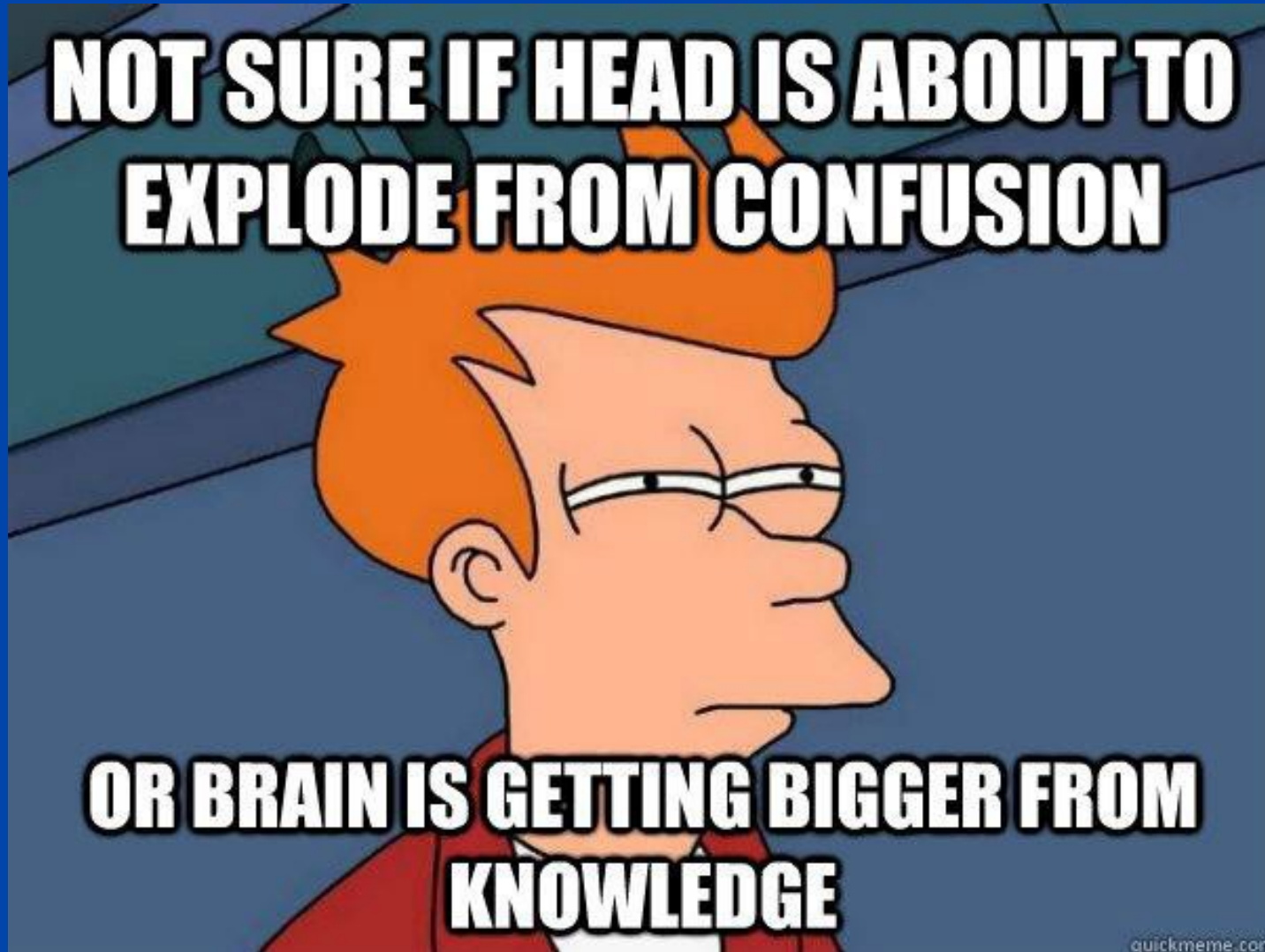
- Understand university systems
- Add clarity and transparency to processes/procedures
- Share little-known resources
- Clear up misconceptions and confusion
- Help point others in the right direction
- Provide solid referrals and follow up
- Identify & dismantle systemic barriers

What does advocacy look like for you?

- Creating, managing, delivering interventions yourself?
- Serving as a “broker” & connecting/referring students to other services?
- Working one-on-one with students to solve individual problems?
- Navigating systems & advocating for larger change to benefit a whole population of students?
- A combination of some/all of the above? Something totally different?



Questions so far?





Identifying & Dismantling Structural Barriers

Advocacy: Step-by-Step



**Identify
the Issue**



**Collect
Info &
Data**



**Find
Allies**



**Implement
Interventions**

Identify Issue



Observations from speaking with students, colleagues, external partners, etc.



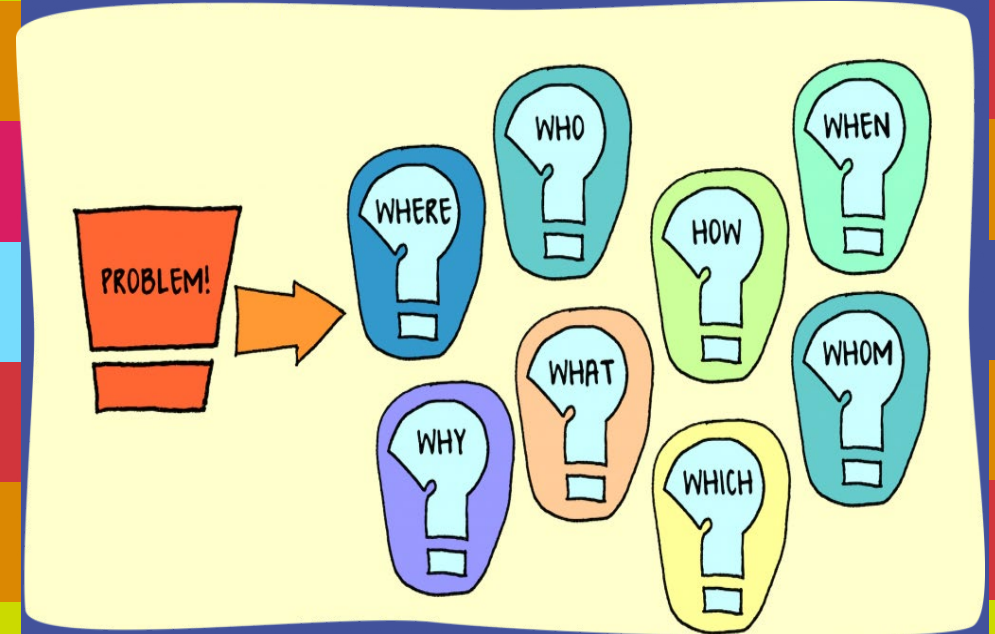
Identify resources (what is available? More importantly, what is NOT available?)

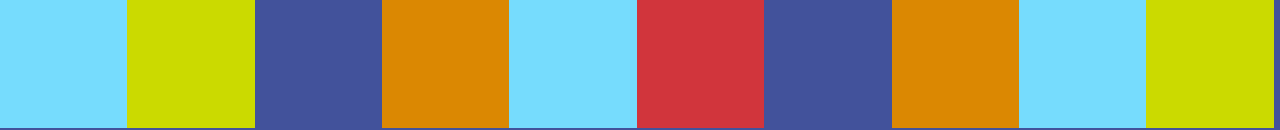


Identifying patterns & notice when a student issue is part of a larger problem



Why does this matter? Include all reasons: from a warm fuzzy standpoint to an economic standpoint)



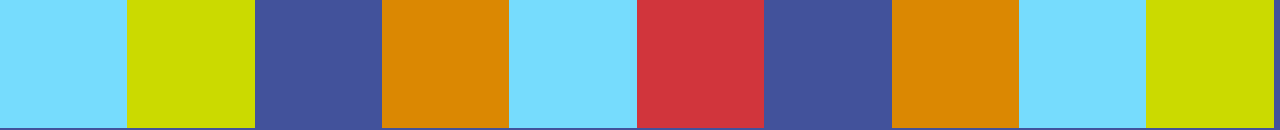


Where are your students “falling through the cracks?”

- What admissions policies/procedures/norms prevent students from even getting to you?
- “Bottleneck” courses?
- Program requirements?
- Developmental courses and/or prerequisite work?
- Date/time/mode of course offerings?
- Are some populations succeeding / not succeeding at different rates than others?



Identify Issue



If you're interested in issues related to faculty & staff retention

- How are your position descriptions written?
- Where are you advertising open positions?
- How are your search committees formed?
- What type of onboarding will new employees have? What kind of ongoing support can employees expect once onboarded?
- When people have left, why have they left?
- What trends have you noticed in your employee retention? (or attrition!)



Identify Issue

Collect Info



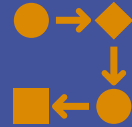
Reports & dashboards



Save relevant evidence



Anecdotal data



Systems mapping



Benchmarking



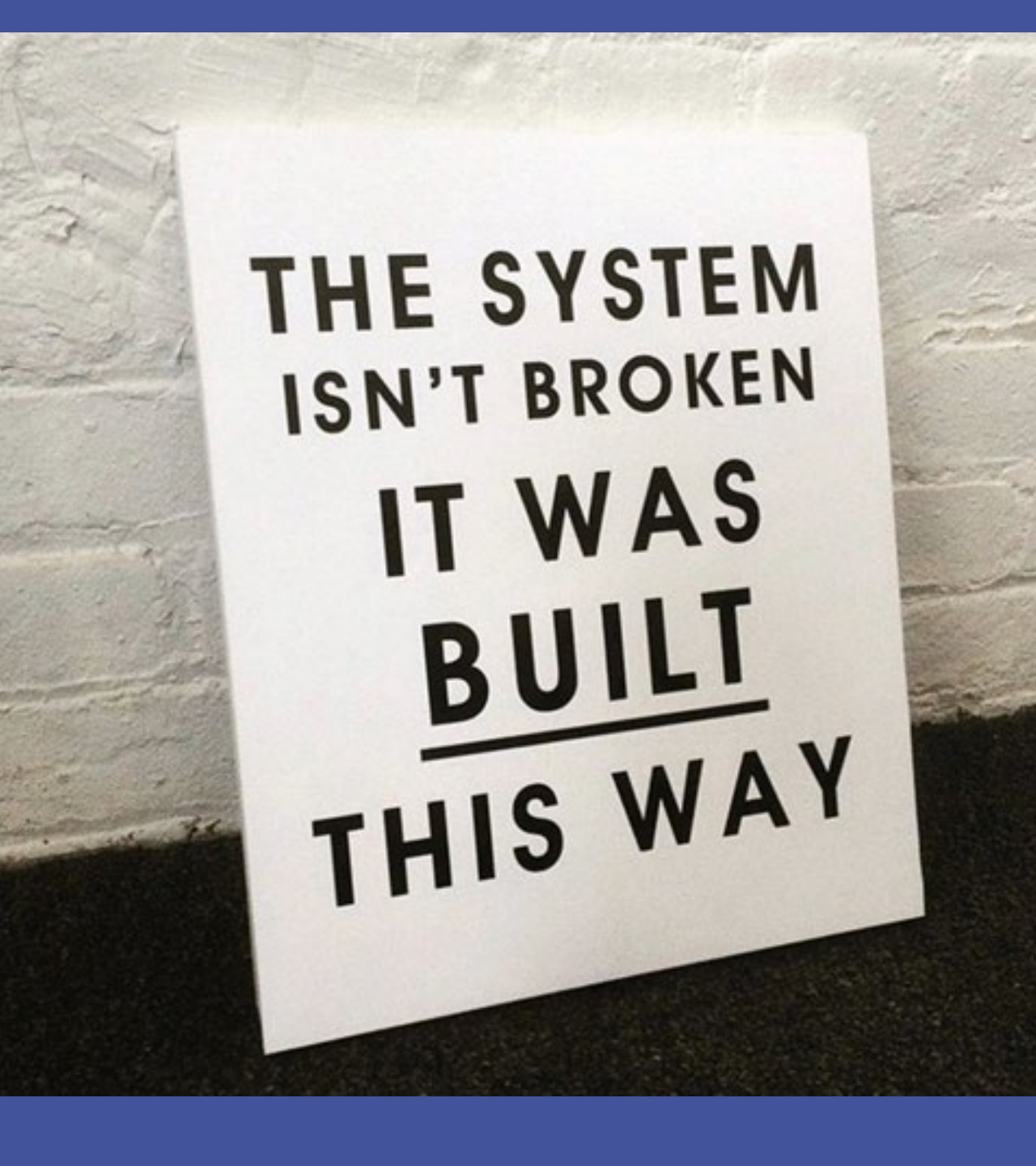
Look at the literature



Disaggregate, disaggregate, disaggregate

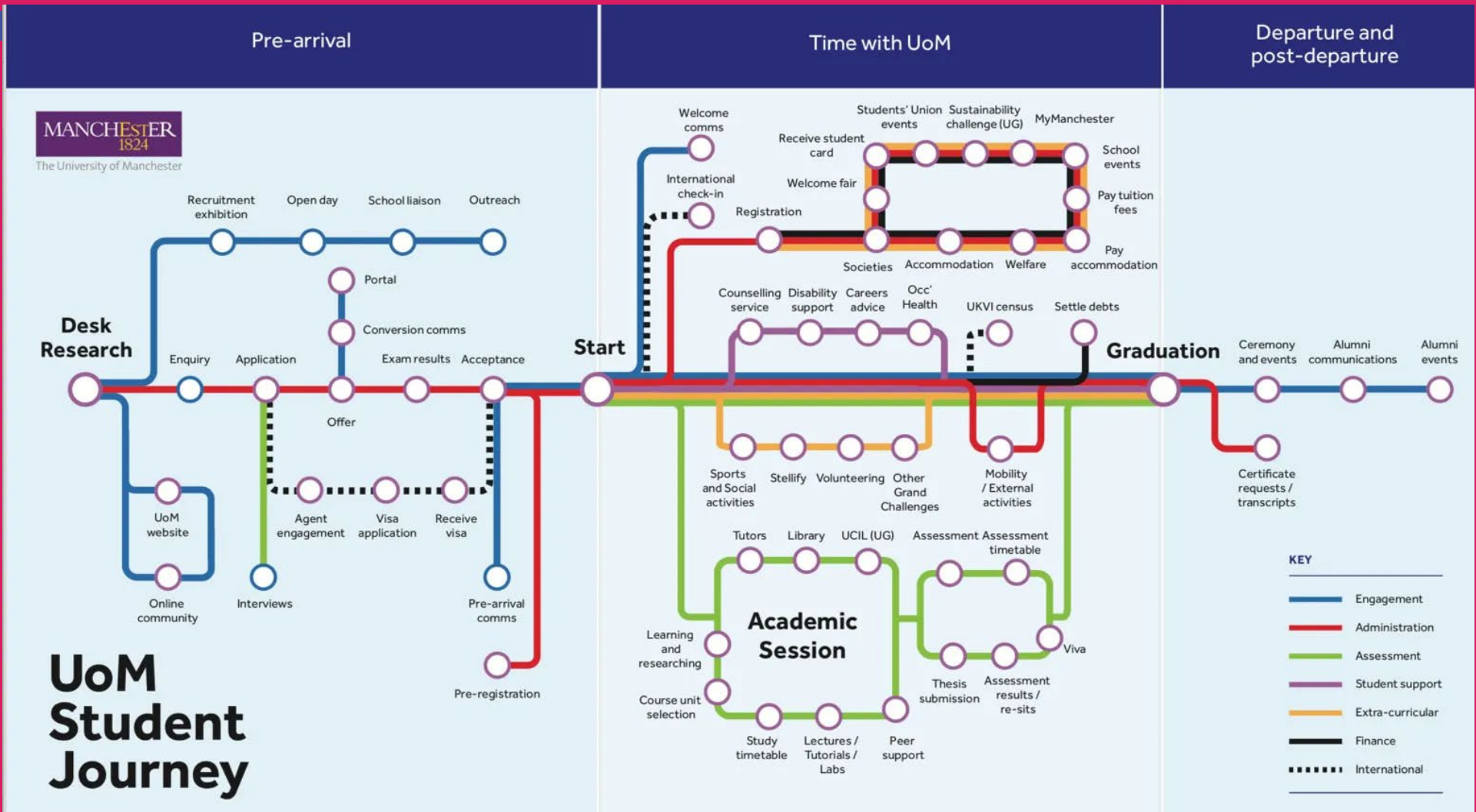
Collecting information / data

- Look at any data you have access to. In what ways are the people represented in that data the same?
 - For example: for an advisor, this might be disaggregating student advising appointment data by race, FTIAC status, etc.
- Recruitment data: What are the demographics of WSU? Of Detroit? Of Wayne County? Does our current enrollment match the demographics of our area? If not (*spoiler alert – they do not*), why?
- Graduation rates: How quickly are students graduating? Which students are not graduating at the same rates as their peers? Why?
- DWF (drop/withdrawal/fail) course data. Who is passing? Who isn't? Why?
- What groups are under or overrepresented in different spaces?

A white rectangular sign is mounted on a light-colored, textured wall. The sign features bold, black, sans-serif text arranged in five lines. The text reads: 'THE SYSTEM ISN'T BROKEN', 'IT WAS', 'BUILT', 'THIS WAY'. The word 'BUILT' is underlined with a thick black line. The sign is slightly tilted to the right.

**THE SYSTEM
ISN'T BROKEN
IT WAS
BUILT
THIS WAY**

System Mapping



Find Allies



Talk about issue with colleagues



Is there a specific person/office on campus knowledgeable about this issue?



Who is facing similar challenges?



Brainstorm with ally and discuss possible interventions & solutions to find a way forward



Are other schools/universities doing this well? Can you connect with them? What about allies in the community?

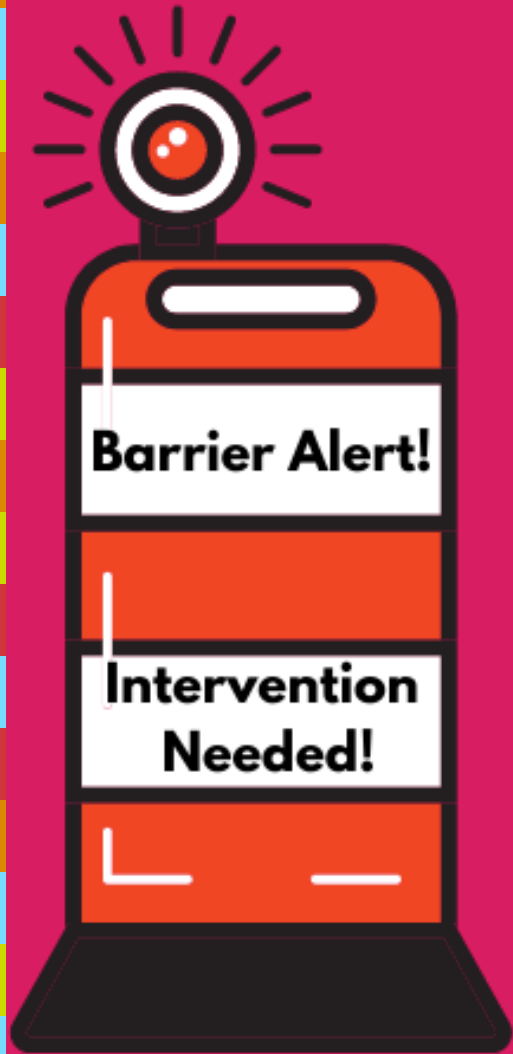
Implementing Interventions

- What is your desired resolution and how can you get there?
- Don't only think of your end goal, what steps need to happen along the way to reach your desired resolution?
- What do you realistically have the capacity to do? Is this sustainable?
- How can you institutionalize your interventions?
- How can you assess the effectiveness of your interventions?



Barrier

Identification



Are you aware of a structural barrier in your unit/program/committees/etc. that you want to address but don't know where to start? Now is the time!



**What structural barriers have
you noticed in your area?
What are some steps you can
take to start to dismantle
them?**

Let's Practice!

Activity Time!



<https://jamboard.google.com/d/1GSDzfYh8o20bTtrid-Q7EHyyVQ14x9VOdLiSp6eVcls/viewer>

Let's solve ALL the problems!

Click on Jamboard link

Work in groups of 8-12 people to identify as many DEI related systemic barriers as possible in the next 10 minutes

Come back together to debrief and view all our world changing ideas. High fives!

(Don't leave because we're putting you in breakout rooms! It'll be painless, I promise 😊)

Next Steps!

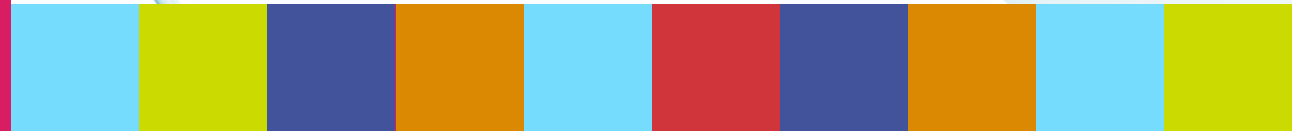
What is one of the biggest barriers to student success that you've noticed in your area?

Familiarize yourself with relevant resources (online, local community, campus, etc) and research, begin collecting data, and start documenting your interactions and observations

Establish a network of liaisons / allies

Systems mapping: Identify service gaps or structural barriers in programs & processes

Determine what is the ideal solution to the issue. Students, faculty, and staff work together to devise a path forward





Thank You!

Questions, Comments, Thoughts?

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