

Recovering with Equity

SMC's workshops Spring 2022

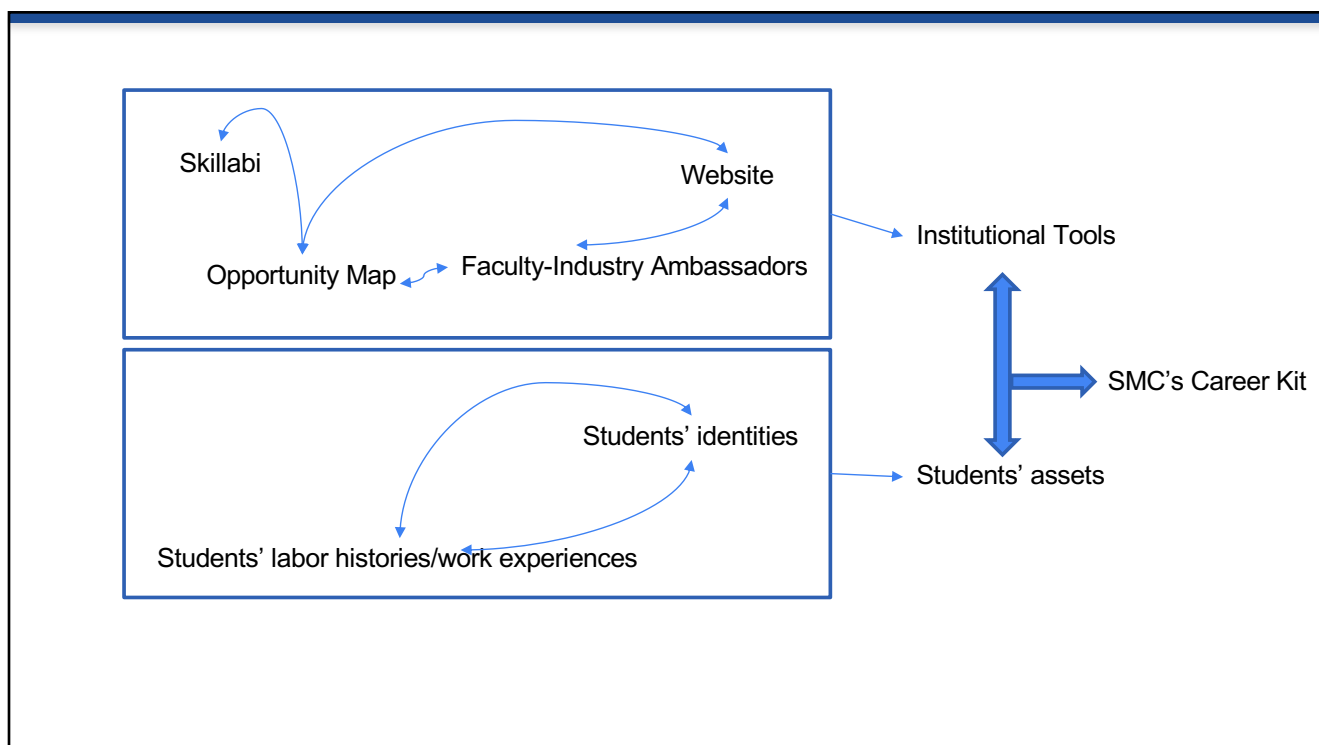
Dr. Cecilia Rios-Aguilar

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Why are we here?

- Collectively define a problem, describe of two-three strategies that address the problem (that align with departmental and/or campus initiatives), define timelines and resources needed and ensure that there is an ongoing evaluation process to know what worked (and what needs to be improved).

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SMC's SKILLS & CAREER TOOLKIT

- Today's labor market
- Knowing myself: my community cultural wealth, my skills, my superpowers
- Getting prepared: Education and experiences
- In their own words: Workers' narratives
- Choosing a career, finding a job

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Today's labor market

- Students learn about the local labor market. Use the **opportunity map** tool to explore data with them. Discuss what is a labor market? How do students define the labor market?
- How does the labor market relate to **students' work history and experiences**?
- How many **people of color** currently work in the industries that are most prominent in the areas surrounding SMC?
- How does technology affect the workplace?
- Writing assignment: Pick one industry that interests you the most. Write a paragraph explaining why you are interested in this sector. Include two things you would want to know more about the labor market in this industry.

PROVIDE TERMINOLOGY TO STUDENTS

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Labor Terminology Information Sheet

Industry

An industry is a group of organizations that do the same type of work. It is a way of grouping employers. All of the employers in healthcare, for example, hospitals, nursing homes and physical therapy practices, provide services to keep people healthy. The word "sector" means the same thing as "industry."

Occupation

An occupation is a group of jobs that involve performing the same type of activities. It is a way of grouping workers. For example, people who work as nursing assistants or home health aides all help people who are sick. You can do this type of work in different places for example, in a patient's home, in a hospital, or in a nursing home.

Profession

A profession is a group of jobs that requires advanced degrees and qualifications, such as being a doctor, a nurse, a lawyer, or a teacher.

Job

A paid position with a particular employer. The job-holder is the employee.

Employment

A relationship between an employer and an employee in which the employee is paid to do work for the employer. Employment can be part-time or full-time. It also can be temporary or permanent.

Career

One job or a series of related jobs that a person has over a period of several years. For example, a person could be a teacher for a long time and have a career in education. Or he could have a job as a home health aide and after several years of experience and more education, he could advance to a job as a medical assistant. This would be a career in healthcare. This person has a career in healthcare. A person can have more than one career over a lifetime.

Labor Force

The United States labor force refers to all the people in this country who are 16 years of age or older who are either able to work, are looking for work or are working. Labor force can also mean all of the people who work for a particular employer or in a specific city, for example, Target's labor force or New York City's labor force. Workforce and labor force mean the same thing.

By Lesley Hirsch and Alison Richardson, The New York City Labor Market Information Service of the CUNY Graduate Center, 2015

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FRAMEWORK: FROM EQUITY MINDSET TO EQUITY ACTIONS

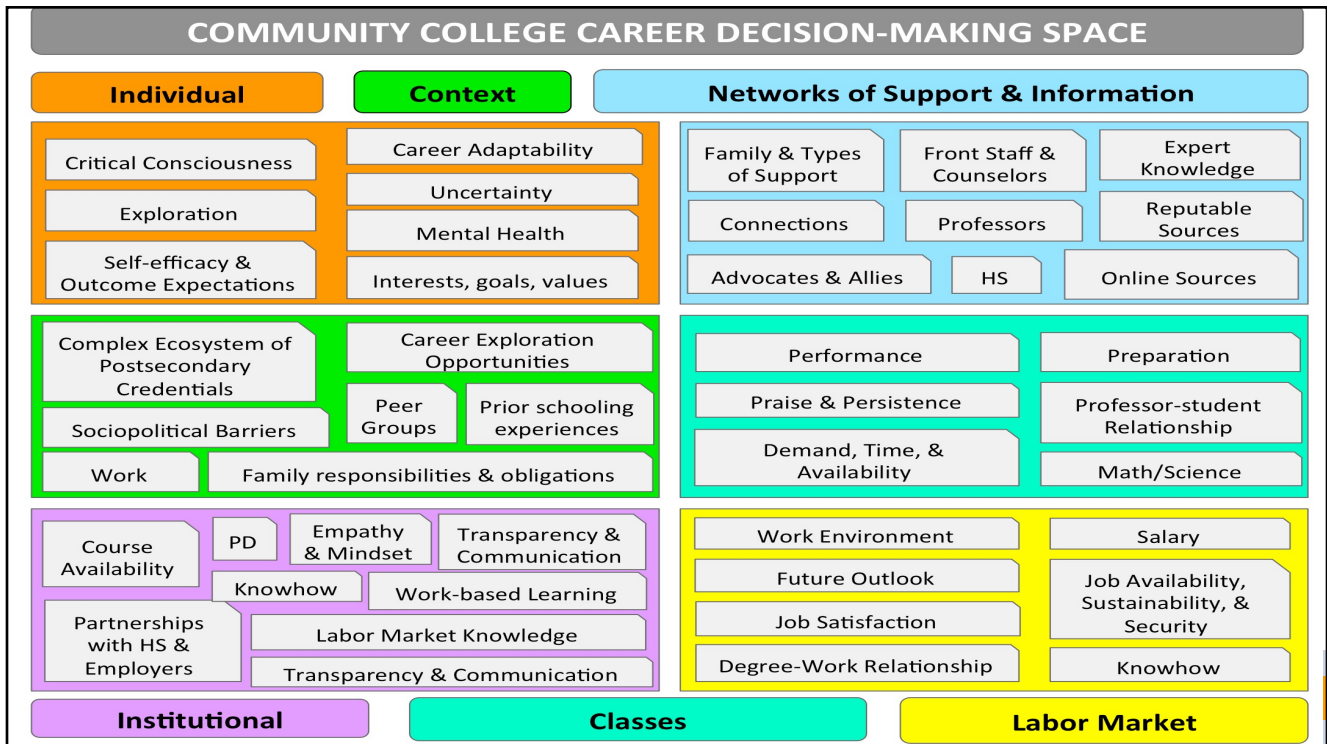
- Continuum: from intriguing and sparse equity actions to meaningful/transformational and sustainable equity actions
- From racial microaggressions to racial microaffirmations

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Seeing the system that produces inequities

- Dr. Rebecca Colina Neri
- Dr. Louis Gomez

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Identifying High-Leverage Problems of Practice

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Getting to the Problem: Easier Said than Done



- The roadblock is '**solutionitis**'. Human tendency is to jump too quickly to solutions before the full nature of the actual problem is understood.
- Not enough thought and reflection about why to focus on a particular problem (*Why THIS problem? And, why now? Is it solvable given the constraints and affordances of our system?*)
- Incomplete analysis of the problem to be considered (*What are the root causes of this problem? Why and when does it happen?*)
- Seeing complex matters as simpler than they are (*What do we need to know/investigate about our system before diagnosing/jumping to a solution?*)

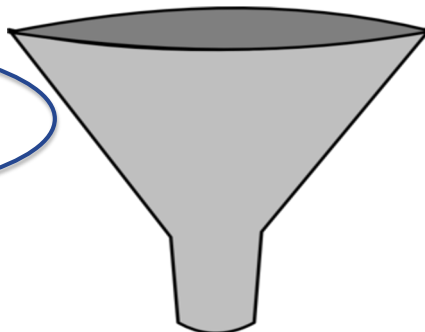
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Issues, Problems, Aims

Issues – important topics or problems for debate or discussion

Problem – a specific unsatisfactory situation that can be dealt with

Aim – a quantified improvement topic



Issue – Students are entering college underprepared.

Problem – High % of students are not passing gateway Mathematics courses.

Aim – 20% increase in students passing gateway Mathematics courses.

Actions – Investigate the system, Identify high leverage points to focus on

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Every system is perfectly designed to achieve the results it gets.

In our efforts to identify high leverage problems of practice around which to focus our work, we need to be reflective of the constraints and affordances of our system.

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High-Leverage Problems of Practice

- Leverage
 - Impact across the system
 - Occurring frequently
- Feasibility
 - Locus of control
 - Reasonable time frame
 - Specific and measurable

	Low Feasibility	High Feasibility
High Leverage		
Low Leverage		

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Getting to a High Leverage Problem of Practice

If you had to identify the three greatest challenges facing your department/CE committee, what would they be?

Deeply consider issues of **leverage** and **feasibility**:

- If we get it right, will we see improvement **across our system**?
- Does it **occur frequently**?
- Do you **care** about it? (gut test)
- Is it within your (or someone on your team's) **locus of control** and **reasonable time frame**? ***
- Is it **specific**?
- Is it **measurable**?
- Is it an **institutional priority for CE**?

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Getting to a High Leverage Problem of Practice

If you had to identify the three greatest challenges facing your department/CE committee, what would they be?

In relation to this specific work, we are looking for a problem that:

- We **collaboratively** care about it (*shared concern*)
- Is an **institutional priority for CE**
- We don't already know how to solve/there is **room to learn**
- Is broad enough to explore, but shared enough to develop **common language** and spark cross-team collaboration and learning
- **Guides selection** of the equity partners

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Define the problem you are trying to solve

- Be specific & concrete
- Should not contain an implied solution
- Problem you are capable of working on without a miracle
- Pass the “gut test”
- Keep the conversations candid and curious!
- What is the data telling you about this problem? How does the data help you become more specific?

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Writing the Problem Statement(s)

- It should prompt us to investigate the problem **before** diagnosing it! No solution-oriented language or thinking.
- It should be a simple and clear description of the problem.
- It should be specific and measurable.
- What is the data telling you about this problem? How does the data help you become more specific?

Problem Statement(s):

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Example

Problem Statement:

- This department does not provide a customized student experience through program of study that embeds academic and career supports

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Causal Systems Analysis (Fishbones)

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Causal Systems Analysis: Fishbone Diagrams

We are trying to answer:

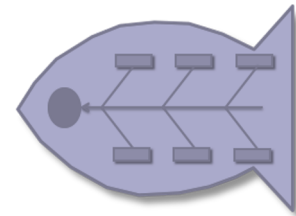
*What are the root causes of this problem?
Why do we get the outcomes we currently do?
How does our system produce these outcomes?*

With the goal of:

*Identifying the root causes of the problem.
Developing a shared understanding of the problem you are trying to solve.
Drawing upon the expertise and experience of stakeholders across our system.*

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Fishbone Diagram



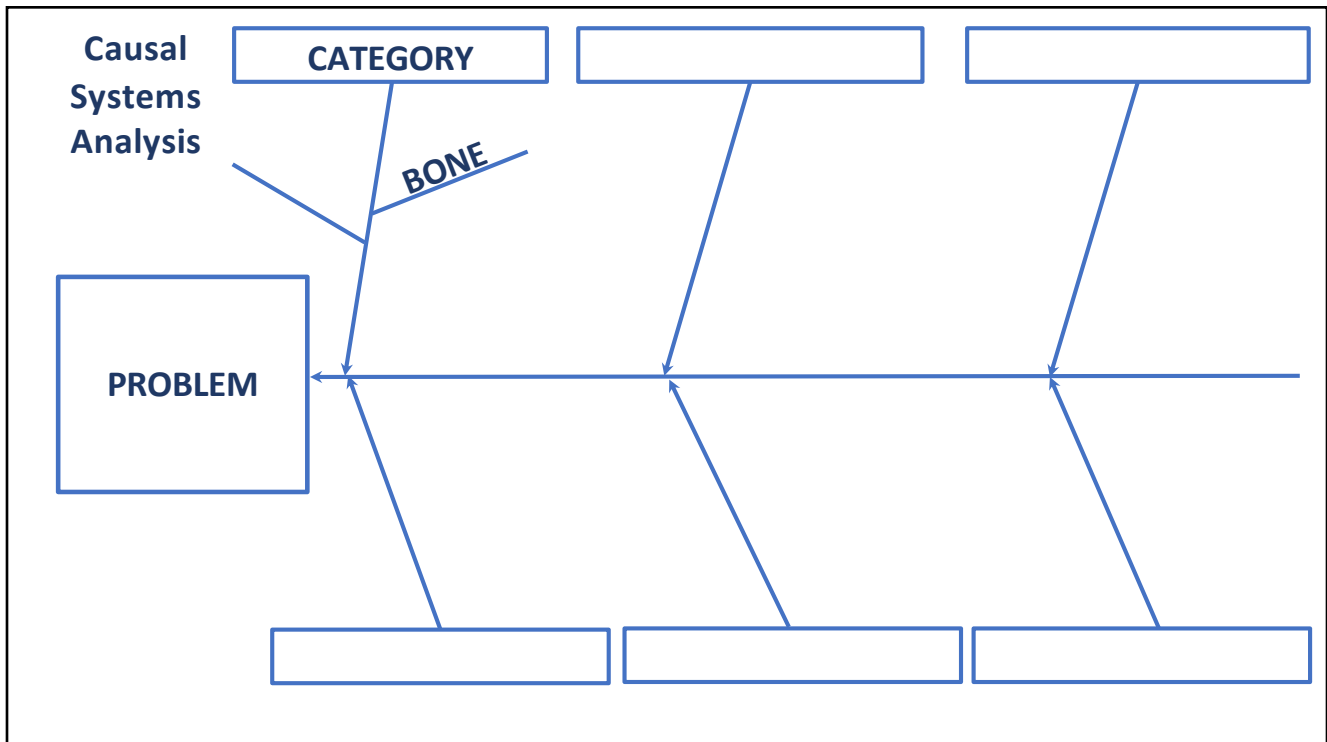
What is it?

- A summary of a group's understanding about the causes of the current problem

Why is it useful?

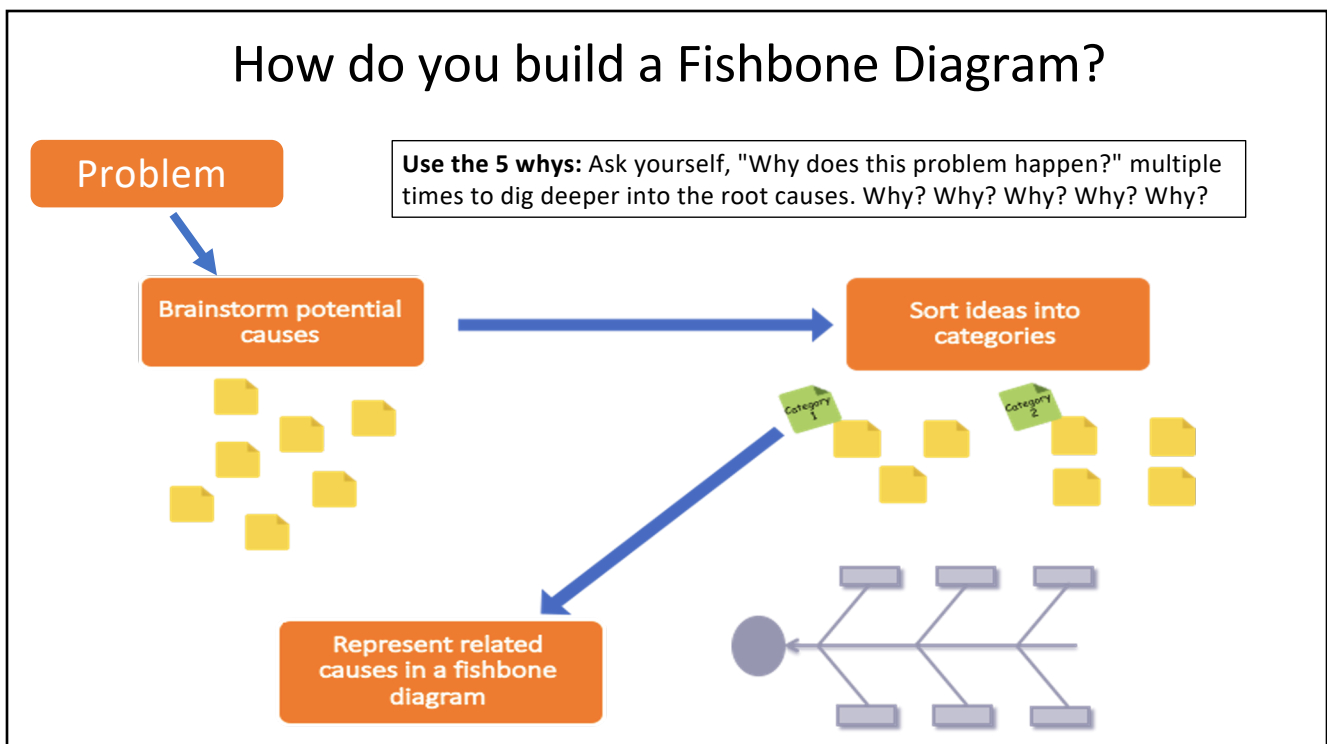
- Visualize the causes of a problem at a high level.
- Help with scoping and identifying areas to dig in deeper.
- Builds consensus in the group.
- Gets at the WHY of problems

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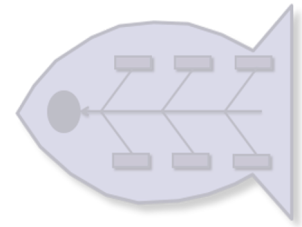
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How do you build a Fishbone Diagram?



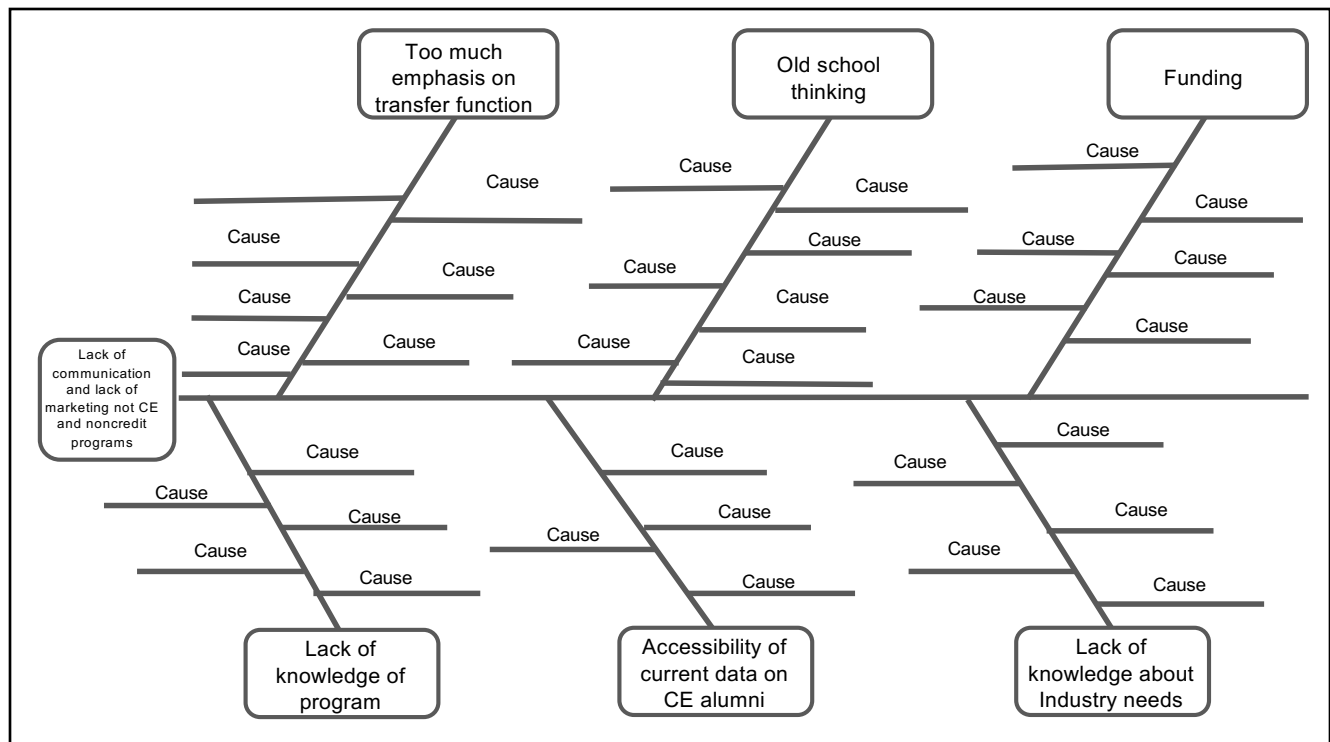
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Build Your Fishbone!



- Brainstorm root causes for the following problem:
- Add the root causes to the fishbone.
 - Try your best to organize these root causes into categories, but know that this process is messy and it is ok to change your mind about categories!
 - You can start anywhere: categories or bones.
- Take note of the questions that come up for you

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EDI

Diversity is a baseline
Equity is a choice
Belonging is a perception
Inclusion is an outcome

(Adapted from Arthur Chan)

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EQUITABLE + INCLUSION --- AIMS AND ACTIONS

- Who gets what when and under what conditions?
- Inclusive pedagogy refers to the ways that courses, classroom activities, curricula, and assessments consider issues of diversity in an effort to engage all students in learning that is meaningful, relevant, and accessible.

Inclusion activities:

1. Switch up seating plan --- what about in zoom?
2. Use socially inclusive language
3. Find ways to highlight student assets, wealths, and strengths

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EQUITY + INCLUSION

- How does SMC's CE define equity?
- How does SMC's CE define inclusion?

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EQUITY

Equity involves giving students, staff and faculty what they need to succeed academically and professionally. This requires understanding the unique challenges and barriers faced by individuals or by groups (e.g., Black, Indigenous and People of Color (BIPOC), LGBTQ+ students, staff and faculty) and providing additional supports to help them overcome those barriers. Equity involves giving its community members what they need to succeed academically and professionally, and SMC's CE seeks to ensure that every member of our community has equal opportunity to do so. Equity is practiced in SMC's CE by putting at the center of every decision those who are in need of most support so they can succeed.

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INCLUSION

More than simply diversity and numerical representation, inclusion involves authentic and empowered participation and a true sense of belonging at SMC's CE. SMC's CE acknowledges that institutional spaces may not feel safe, however we are committed to putting in the work necessary to make SMC's CE a space where all members of our community can grow and excel. To achieve inclusion, SMC's CE must engage in authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision-making in a way that shares power.

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Where do we stand in relation to our EDI values?

- EDI Organizational Benchmarking Effort

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HOMEWORK

- Please review the problem statement and the fishbone diagram we co-created.
- Please review the playbook, [toolkit](#), and other resources in the folder
- Come prepared to collaborate with others on how SMC's CE can address the problem:

A gap in providing training / experiences to student in soft skills acquisition necessary for student success in college & in career.

Note:

No resource is perfect. They all have to be adapted to center racial equity and to your own context, but they are a great start. Bring a list of actions you can take in the classroom or in your meetings with students.