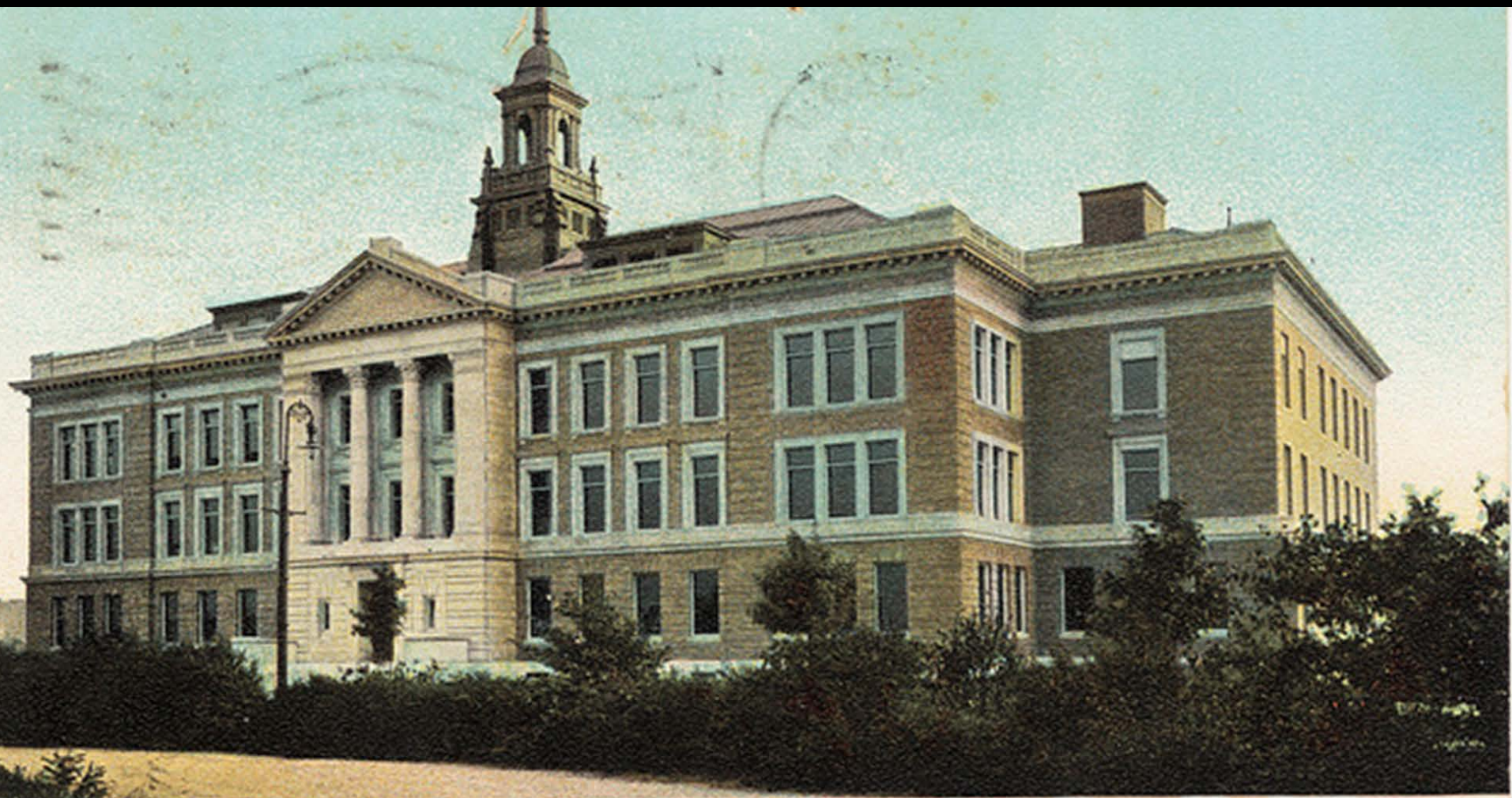




Achieving Equity & Inclusion: One Institution at a Time

Debra Joy Pérez, PhD, MPA, MA

Senior Vice President, Organizational Culture, Inclusion & Equity
Simmons University



Simmons College, Fenway, Boston, Mass.

Dear Louise, Our new building is out in the Fenway near this, and is

Setting the stage for equity

- Ranked #1 in Boston on Gender Pay Equity
- Excellence in Education (14th In Northeast Region)
- Top ten Women's College
- Nationally recognized faculty; clinical activists
- Prestigious & awarded Social Work programs
- Community Service Excellence & Awards
- technological and instructional support
- Engaged student body and committed administration, faculty, staff
- Stellar reputation in teaching and practice
- Emphasis on student-centeredness, culture of learning and making a difference
- Commitment to social justice (national and global issues of equity, gender and democracy)
- Practitioner focus- combining strong academic with real-world experience.
- Expertise in technological and instructional support

Who We Are

The diversity of the Simmons faculty, staff, administrators and trustees will match/exceed the diversity of the student body.

How We Live and Work

Respectful Discourse

As an ongoing practice, all members of the Simmons community will engage in structured and unstructured discourse and dialogue that recognizes free speech and demonstrates a respectful exchange of perspectives.

Curriculum & Pedagogy

Simmons curricula will reflect significant integration of DEI in the teaching and learning paradigm within and across the four colleges. Simmons pedagogy will demonstrate intentionality around inclusive and equitable practices.

Who We Are Becoming

Community Culture

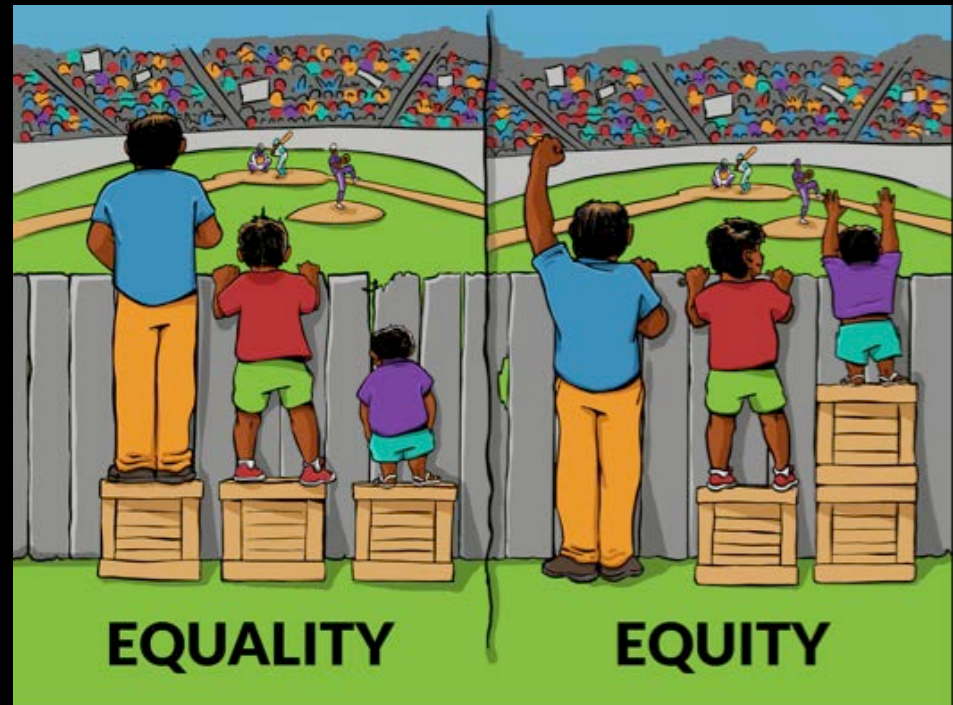
Each member of the Simmons community will have a sense of belonging as a result of a collective investment in learning and in building community that actively supports equitable practices.

Just & Inclusive Student Leaders

Simmons graduates will navigate diverse communities, work, and social environments, distinguishing themselves as inclusive and just leaders.

Equity vs Equality

- *Equity* is giving everyone what they need to be successful. *Equality* is treating everyone the same.
- *Equality aims* to promote fairness, but it can only work if everyone starts from the same place and needs the same help.
- *Targeted Universalism* attends to the needs of both the dominant and the marginal groups, but pays particular attention to the situation of the marginal group



Sources: www.centerforpubliceducation.org/educationalequity; Banks, Cherry A. McGee; Banks, James A.: "An Essential Component of Multicultural Education," *Theory Into Practice*, Vol. 34, No. 3, Culturally Relevant Teaching (Summer, 1995), pp. 152-158; <https://everydayfeminism.com/2014/09/equality-is-not-enough/>

Importance of seeing people for who they are and honoring their experience



- Race
- Sub-ethnicity/Tribal Affiliation*
- Nativity
- Socioeconomic status
- Gender expression/Sexual Orientation
- Ability/disability
- Language
- Acculturation levels
- Religion

Socio-determinants

- › less access to healthcare
- › poorer quality healthcare
- › less education
- › lower quality housing
- › unhealthy communities
- › live sicker
- › die younger



Equity, Inclusion and Diversity

- Community imperative
- Social Justice imperative
- Economic imperative
- Business imperative
- Excellence imperative

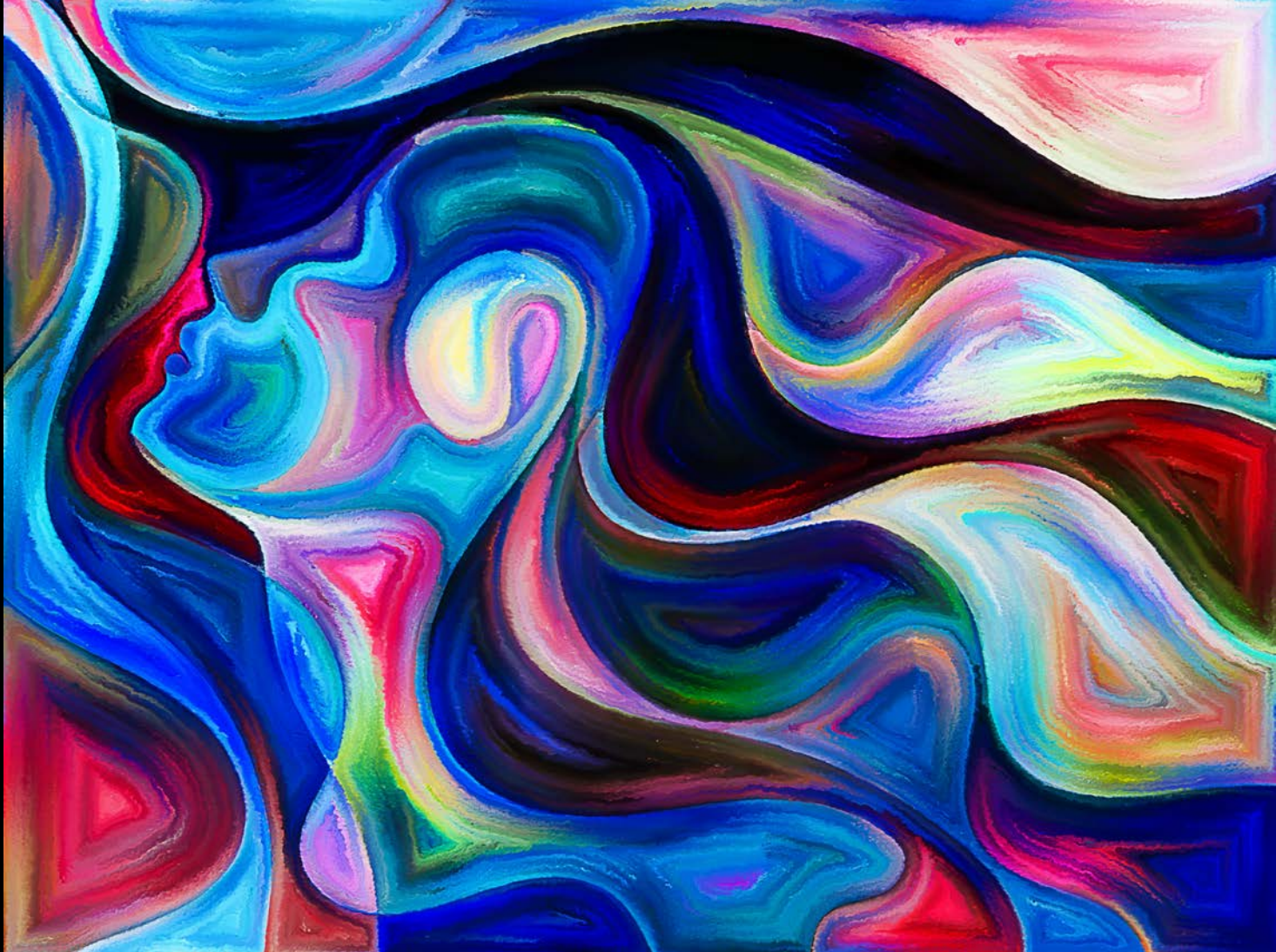
Social Justice IS the work

- Intersectionality matters
- No single hammer
- One for all, all for one
- Equity equals excellence



GENDER JUSTICE
IS
RACIAL JUSTICE
IS
ECONOMIC JUSTICE
IS
CLIMATE JUSTICE

Equitable Leadership



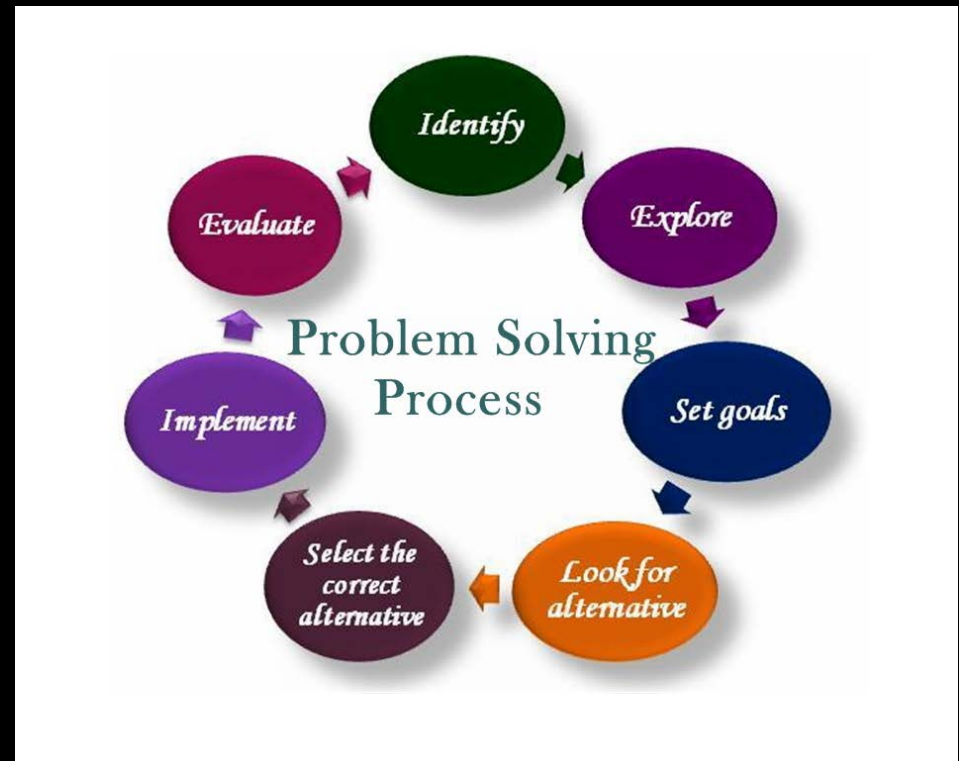
Equitable Leadership Approach

- Get to know people and their motivation, interests and concerns
- Promote new collaborations & partnerships
- Advocate for every constituent
- Creating enabling conditions for success
- Invest in professional development
- Bring complementary skills to an already strong team



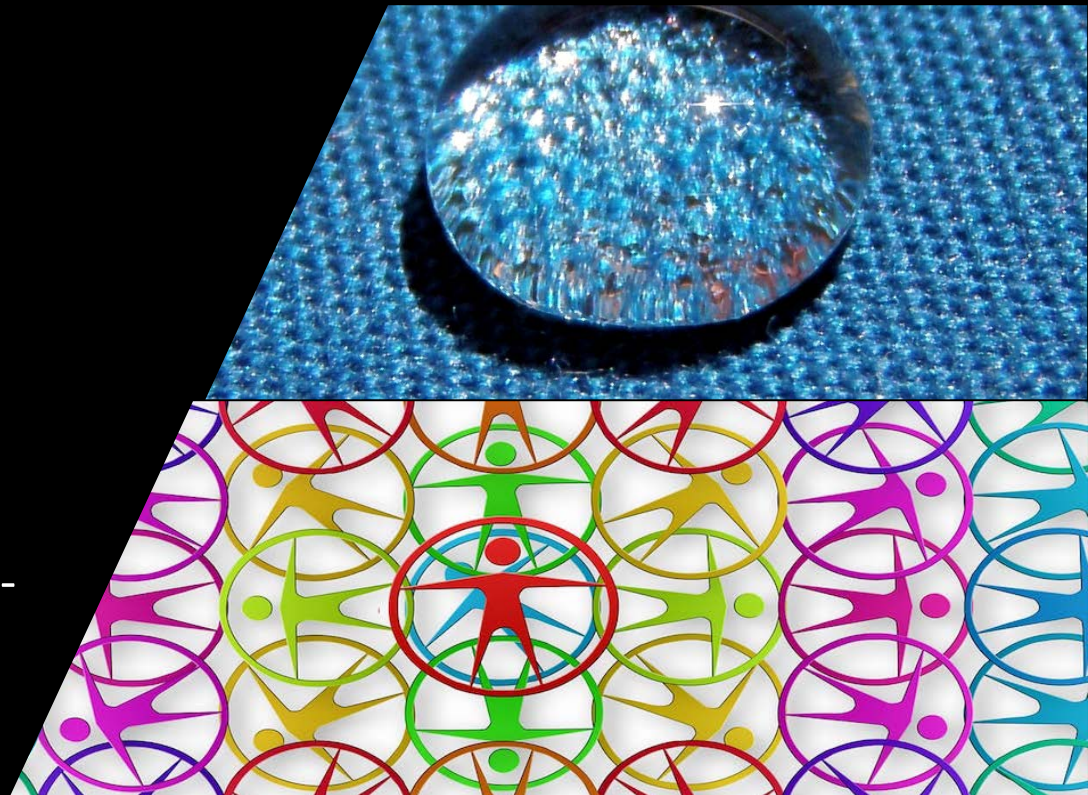
Equitable Leadership Approach

- Learn what has/hasn't worked
- Assess needs, identify priorities
- Co-create solutions with all members of your community
- Find the resources to support your constituents and allies
- Build strong shared vision for the work
- Implement new vision



Building Cohesion in times of Change

- Listen first
- Motivate and inspire
- Acknowledge Failure
- Adaptively manage
- Cooperation over competition
- Respect for diverse perspectives
- Inclusive and transparent decision-making



Equitable Leadership: The Faculty Challenge

- Supporting, strengthening, and diversifying a strong community
- Building a culture of research scholar activism
- Developing strong collaboration and partnerships



RUTH ENID ZAMBRANA

TOXIC IVORY TOWERS

THE CONSEQUENCES OF WORK STRESS
ON UNDERREPRESENTED MINORITY FACULTY

Study Question: What are the Effects of Occupational Stress on Health and Mental Health of URM faculty in the Academy?

- What are the perceptions of the role of diversity in their academic environment?
- Are there experiences of discrimination and what is the response?
- What is the role of mentoring?
- How do faculty experience work-family-life balance?



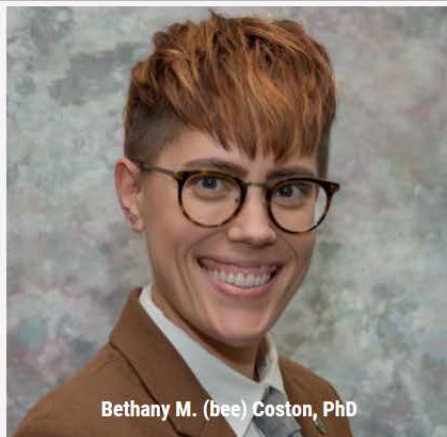
Supporting, strengthening, and diversifying a strong research community

- New Connections
- Latina Researcher Network
- Sisters of the Academy
- LGBTQ Scholars





Kevin A. Jenkins, PhD



Bethany M. (bee) Coston, PhD



Daheia Barr-Anderson, PhD



Michelle Rogers, PhD

NETWORK SCHOLARS



Enrique Neblett

Growing up in East Orange — a predominantly African American suburb of Newark, New Jersey — Enrique Neblett credits his strong work ethic and core education values to his mother, who was an educator. However, it wasn't until he attended a predominantly white institution in seventh grade that he started realizing what would become his research passion and life's work. As he recalls, "I was one of the few black students there. I didn't know it at the time, but issues of race and class were very different from what I was accustomed to in my home environment."

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Increasing the Pipeline for Future Scholars!

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Latina Researchers Conference

Bringing together diverse scholars and researchers to address the underrepresentation of historically disadvantaged populations in research activities.



The Latina Researchers Conference is a multidisciplinary science meeting that brings together diverse scholars and researchers to address the underrepresentation of historically disadvantaged populations with advanced degrees. The need for diversity is greatest in the social and behavioral sciences, STEM fields (science, technology, engineering and mathematics) and in professional credentialing programs. By creating a supportive academic and social network, LRN is committed to eliminating barriers and advancing opportunities for underrepresented populations in research activities. The conference seeks to:

Sisters of the Academy

SOTA
Sisters of the Academy

DIAMOND ANNIVERSARY:

Sisters of the Academy:
Ten Years of Scholarship
through Collaboration



LGBTQ Scholars of Color

LGBTQ Scholars of Color Conference



John Jay College of Criminal Justice
City University of New York
New York, New York
April 8-10, 2015
#lgbtqsoc



Leaders in Equitable Evaluation and Diversity (LEEAD)



LEEAD: Leaders in Equitable Evaluation and Diversity The Annie E. Casey Foundation

Vision and Mission

Leaders in Equitable Evaluation and Diversity (LEEAD) is based on the fundamental belief that increasing diversity in the field of research and evaluation improves our knowledge base and makes for better science and social innovation. Our mission is to build the pipeline of diverse leaders in equitable evaluation who will advance the field of evaluation to improve the life outcomes of children, families and communities. LEEAD is a program of the Expanding the Bench initiative led by Casey's Research, Evaluation and Learning (REAL) Unit.

Core Values

- **Equity:** We seek to create a fair and just society through scholars who will conduct culturally responsive evaluations that raise the voices of underserved communities.
- **Diversity:** We value diverse perspectives, experiences and backgrounds to strengthen our knowledge base.
- **Leadership:** We strive to develop leaders who will innovate the field of evaluation and influence others to join in equitable research and evaluation.
- **Excellence:** We believe that diverse leaders in equitable evaluation will raise the standard of excellence in research and evaluation.



Building a culture of research/scholar/evaluation activism

- Public Health Services and Systems Research
- Finding Answers National Research Program
- Diversity Data Kids
- Research Integration Strategy and Evaluation



Emerging research fields

- Centering power in practitioners
- Data infrastructure
- Social network analysis: PARTNERS

PUBLIC HEALTH SERVICES & SYSTEMS RESEARCH PRACTICE-BASED RESEARCH NETWORKS

HOME RESEARCH DISSEMINATION FOR GRANTEES ABOUT US

Search

SYSTEMS FOR ACTION

Research Agenda
Funding

FOCUS

Bridging Health and Health Care
Cost, Quality, and Value
Health Equity
Pragmatic Randomized Trials

PBRNS

DIRECTIVE
DACS
MPROVE

INVESTIGATE

Datasets
Training
Longitudinal Survey Project

LEARN

Issue Briefs

Dissemination & Implementation Research to Improve Value

Public health programs and policies should be organized, financed, and delivered in ways that maximize population health impact, cost-effectiveness, and health equity. Public Health Services and Systems Research (PHSSR) identifies the implementation strategies that work, building evidence to support decision-making across the public health sphere. Effective, efficient, and equitable public health services and systems build a healthier nation.

frontiers
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Open access journal

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Brian E. Dixon et al.

A Conceptual Framework for the Study of Hospital Interaction and Investment in Public Health Systems
Danielle M. Varda et al.

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with Dr. Paul Riberson

Tweets by @CPHSSR

NOTE: This social media account is no longer active. Please follow #Systems4Action on Twitter: twitter.com/Systems4Action.

News & Press

UK College of Public Health Granted \$1.2 Million to Launch Systems for Action Program
The University of Kentucky College of Public Health received a \$1.2 million grant from the Robert Wood Johnson Foundation (RWJF) to lead a new national research program focused on improving the delivery of health and social services.

Evidence for Action Announces First Call for Proposals
Evidence for Action, a National Program of the Robert Wood Johnson Foundation, based at the Center for Health and Community at the University of California, San Francisco, recently announced the launch of their Call for Proposals for the Investigator-Initiated Research to Build a Culture of Health.

Finding Answers

Solving Disparities Through
Payment and Delivery System Reform



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Roadmap to Reduce Disparities

Learn what works to reduce racial and ethnic disparities

MORE

diversitydatakids.org

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Diversity, Opportunity & Equity Among U.S. Children

Institute for Child, Youth and Family Policy
Brandeis University
November 16, 2017

With funding from the Robert Wood Johnson Foundation and the W.K. Kellogg Foundation



My BROTHER'S KEEPER

Creating opportunity for boys
and young men of color.



Research. Integration. Strategies. Evaluation.

RISE for Boys and Men of Color is a \$10 million field advancement effort that aims to better understand and strategically improve the lives, experiences, and outcomes of boys and men of color in the United States. RISE spans five fields and focuses on four populations.



Equity-based Research

- Narrative Change
- Focused on Boys and Men of Color
- Balanced treatment of racial/ethnic group
- Interdisciplinarity
- Intersectionality
- Disaggregated Data Analysis
- Networks and Collective Action
- Culturally Relevant, Authentic, Inclusive and Rigorous Evaluation
- Multiple Ways of Knowing
- Structural, Systemic and Policy Change

RISE PRINCIPLES

Ten principles were used to construct a RISE theory of change and develop its strategic activities. These principles respond to longstanding needs, challenges, and opportunities in academic research, community-based and youth-serving organizations, government and policymaking venues, and media.

1. **Narrative Change** – moving beyond hopeless, criminalized, deficit-oriented, and racist misrepresentations of boys and men of color.
2. **Primary, Gender-Specific Focus on Boys and Men of Color** – bringing greater clarity to the gender-specific needs and issues of boys and men of color, which necessarily entails determining what distinguishes the experiences of girls and women of color.
3. **Balanced Treatment of Racial and Ethnic Groups** – expanding what is known about Black boys and men, while devoting considerably more attention to Asian Americans and Pacific Islanders, Latinos, and Native Americans.
4. **Interdisciplinarity** – understanding the interconnectedness of systems and conditions that work together to support and cyclically disadvantage boys and men of color; recognizing, for example, that inequities in education and health are inextricably linked.
5. **Intersectionality** – recognizing how race intersects with socioeconomic status, sexual orientation, language, (dis)ability, religion, and a range of identities that boys and men of color possess and perform.
6. **Disaggregated Data Analysis** – analyzing data in more rigorous and responsible ways to highlight the unique needs, experiences, and outcomes of subgroups within each focal racial/ethnic group.
7. **Networks and Collective Action** – bringing together networks of committed individuals and organizations to collaborate, share knowledge and effective strategies, leverage relationships and access to resources, and demonstrate solidarity in support of boys and men of color.
8. **Culturally Relevant, Authentic, Inclusive and Rigorous Evaluation** – ensuring programs that serve boys and men of color are rigorously and appropriately assessed by scholars of color and other evaluators who deeply understand cultural contexts and appreciate viewpoints people of color offer.
9. **Multiple Ways of Knowing** – acknowledging that people of color are experts on their own experiences and appreciating various forms of knowledge, research and evaluation methods, and approaches to presenting evidence.
10. **Structural, Systemic, and Policy Change** – working to dismantle systems of oppression and institutionalized racism by strategically using research on boys and men of color to inform policymaking and philanthropy.



Find motivation in the work itself



Achieving Equity: One institution at a time