

CEHD Inclusion and Diversity

March/April IDC Information - Leadership and Representation

CEHD Department and Unit Equity and Inclusion Initiatives

At the recommendation of the CEHD Inclusion and Diversity Committee (IDC), Dean Li engaged chairs and directors in creating department and unit specific action items to initiate demonstrative movement in the areas of equity and inclusion. Some departments and units reported new initiatives while others shared ongoing and revised plans. All plans were shared at the January 2021 CEHD Administrative Council meeting. Please reach out to your department chair or unit director for specific information regarding your area.

CEHD Student Research Highlighting Equitable K-20 Representation to Address Achievement and Leadership Gaps

The CEHD IDC is committed to highlighting student research, scholarship and service in the areas of equity and inclusion. Please take time to review the contributions of CEHD students. A special thank you to Dr. LaSonja Roberts for seeking student contributions and to the students who willingly shared their work!

Who: Lisa Garcia, CEHD PhD Candidate

What: Article and presentation

Title: *The Intersections of Race and Gender for Latina Midlevel Leaders*

Abstract: This chapter provides a portrait of midlevel Latina leadership in community colleges, focusing on the intersections of gender and race. The chapter will also examine the challenges and barriers Latinas face as midlevel leaders, the role of mentors, as well as provide recommendations for community colleges to help increase the numbers of Latina leaders in their institutions.

Links: Article: <https://onlinelibrary.wiley.com/doi/full/10.1002/cc.20412>

Presentation: <https://drive.google.com/drive/folders/1gtr-T4nFxA5irSXnWBT1ExmyafiyG-M>

Who: Sarah Giramia, December 2021 CEHD graduate

What: Lee Honors College Thesis

Title: *Future Teachers of Color: A Documentary*

Abstract: "Future Teachers of Color: A Documentary" explores the lack of diversity within education and provides a solution. The paper begins by explaining the background of the issue through statistics collected from the United States Department of Education and Michigan Education Data. Once the background has been established, the paper uses peer-reviewed articles to examine the specifics of the issue and its impact. Afterwards, the solution to the problem is introduced by utilizing other outside sources and transitioning into the story of Future Teachers of Color (FTC), a registered student organization at Western Michigan University.

Link: https://scholarworks.wmich.edu/honors_theses/3337/

Who: Huang Wu, Jianping Shen, Jessaca Spybrook, Xingyuan Gao - CHED Graduate Student and Faculty

What: Article and presentation

Title: *Closing Achievement Gaps: Examining the Roles of School Background and Process*

Abstract: The purpose of this study was to examine the role of school background and school process in closing achievement gaps between White and non-White students in science. To answer the research questions, a series of two-level hierarchical linear models (HLM) was performed on the fourth-grade U.S. portion of the 2015 Trends in International Mathematics and Science Study (TIMSS) data. Results indicate that (a) the science achievement gap between White and non-White students is 0.21 standard deviation, holding student and school background constant; (b) the science achievement gap varies across schools; (c) none of the school background variables are associated with the achievement gap in a school; and (d) school emphasis on student academic learning is not only associated with higher school-level science achievement, but also with a narrower science achievement gap between White and non-White students. However, teacher collaboration is not associated with school-level science achievement but is associated with a larger achievement gap. Implications, limitations, and recommendations for further research are discussed.

Links: Article: <https://journals.sagepub.com/doi/10.1177/0013124521989447>

Presentation:

https://wmich-my.sharepoint.com/personal/hjb5278_wmich_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fhjb5278%5Fwmich%5Fedu%2FDocuments%2FAttachments%2FEquity%20paper%20presentation%20video%2Emp4&parent=%2Fpersonal%2Fhjb5278%5Fwmich%5Fedu%2FDocuments%2FAttachments&originalPath=aHR0cHM6Ly93bWljaC1teS5zaGFyZXBvaW50LmNvbS86djovZy9wZXJzb25hbC9oaml1Mjc4X3dtaWNoX2VkdS9FZVpXWHNsMk1RcERtTHF6LXFIS1l1c0JyZVk4cEl1SmV6R19NTkhaNXIzTmR3P3J0aW1IPTZ0NU1fNIRTmkVn

Who: Yunzheng Zheng and Xin Li, CEHD PhD Candidates

What: Presentation

Title: *The Effects of Principal Leadership on Achievement Gaps: A Meta-Analysis*

Link: <https://www.youtube.com/watch?v=5ASMtueMpA8&feature=youtu.be>

Interested in submitting for consideration? See below for details

Leader willingness to listen and learn by Marcy L. Peake

Equity and inclusion work take personal and professional commitment to life-long learning and a willingness to listen. Listening for understanding and improvement is different than listening to defend. It takes vulnerability and at times, owning an action that was harmful to others (whether intentional or unintentional). This is not easy but it is necessary if meaningful change is desired.

A recent professional example: a CEHD colleague reached out to me regarding the university and college's use of "Happy Chinese New Year" while proclaiming equity and inclusion, explaining that although the sentiment is used within group (emic perspective), it may not always be inclusive or used appropriately when stated by someone outside of the group (etic perspective).

The person continued to explain to me, "In the past, I saw a lot of posts from WMU and it was about "Chinese New Year." It is correct for the faculty/student celebrating Chinese heritage to say "Happy Chinese New Year" since they are from China and it is no problem at all, I think. However, if the post has intention to celebrate "Lunar New Year" for the faculty/students from other countries or cultures which are celebrating Lunar New Year, saying "Happy Chinese New Year" are excluding the WMU faculty/students from other Asian countries. Although often referred to as Chinese New Year, the Lunar New Year is celebrated in different countries in Asia including China, Vietnam, Korea, Singapore, Malaysia, Tibet, Indonesia, Brunei, Philippines, Cambodia, and Thailand, so using "Lunar New Year" is preferred because it is more inclusive to other Asian New Year celebrations and the holiday is known by different names in different countries."

Rather than becoming defensive, I thanked them, admitted to knowing little about this and asked the colleague (who has in-group membership), for permission to share this information (including whether or not to use their name). I also asked if I wrote a piece about this for the CEHD IDC newsletter, if they would be willing to review it for accuracy of the intended message. This person graciously said yes.

My commitment to learning did not stop with this initial correspondence. I reviewed the resources this person provided and reached out to other colleagues with in-group membership (and with whom I having a trusting professional relationship), and asked them if they were willing to share their perspective. They also graciously shared with me and these conversations can be summarized into the concept that there are as many within group differences as between group differences, so getting to know individuals as individuals is extremely important. I am still researching on my own and this has inspired me to consider other areas in which I am lacking knowledge of things I do not know because I have never been personally impacted.

I hope this example demonstrates how a leader can sit in vulnerability to listen and learn. It is important to not be defensive, listen for understanding, ask questions with sincerity from people who are either offering to share and/or in the context of a relationship that is solid to inquire, and do individual research and reflection. Often, students, staff, and faculty with in-group and/or perceived in-group membership have to carry the heavy lifting by either enduring uninformed, harmful, and inconsiderate actions and conversations, and/or are expected to educate and do free labor for others, and/or address the behavior and face the consequences for a situation they did not cause.

"We are responsible for our own ignorance or, with time and openhearted enlightenment, our own wisdom" — Isabel Wilkerson [Caste: The Origins of Our Discontents](#)

<https://www.penguinrandomhouse.com/books/653196/caste-oprahs-book-club-by-isabel-wilkerson/>

WMU Office of Diversity and Inclusion (ODI) Updates

Approximately 60 individuals representing students, faculty, staff, and community members are meeting regularly as part of the WMU Racial Justice Advisory Committee (RJAC). A communication plan to update constituents is in process. Currently, members are reviewing and discussing agreed upon definitions of concepts and reading the book, *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education* by Tia Brown McNair, Estela Mara Bensimon, and Lindsey Malcom-Piqueux:

<https://www.wiley.com/en-us/From+Equity+Talk+to+Equity+Walk%3A+Expanding+Practitioner+Knowledge+for+Racial+Justice+in+Higher+Education-p-9781119237914>

To learn more about WMU RJAC, please visit: <https://wmich.edu/president/rjac>

The ODI Diversity Steering Committee is comprised of one representative from each college and unit diversity and inclusion committees. The purpose of this committee is to share initiatives and ideas with campus partners engaging in similar work. This committee meets once per semester, next meeting: March 19, 2021

Links for Information About Upcoming Events

We encourage anyone interested in notifications of upcoming events, to visit these sites* and/or subscribe to the site's newsletters where applicable:

WMU Walker Institute for the Study of Race and Ethnic Relations:

<https://wmich.edu/walkerinstitute>

WMU Office of Diversity and Inclusion: <https://wmich.edu/diversity/events-0>

WMU Lesbian, Bisexual, Gay, and Transgender Student Services:

<https://wmich.edu/lbgt/programs>

Disability Network of Southwest Michigan: <http://www.dnswm.org/events/list/>

Kalamazoo Community Foundation Truth, Racial Healing & Transformation Kalamazoo:

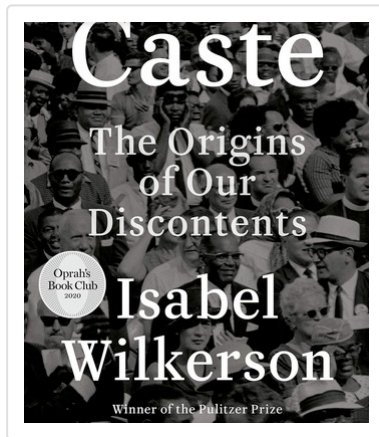
<https://www.kalfound.org/About/TRHTKalamazoo/tabid/535/Default.aspx#1836320-upcoming-events-public-meetings>

Arcus Center for Social Justice Leadership: <https://arcuscenter.kzoo.edu/>

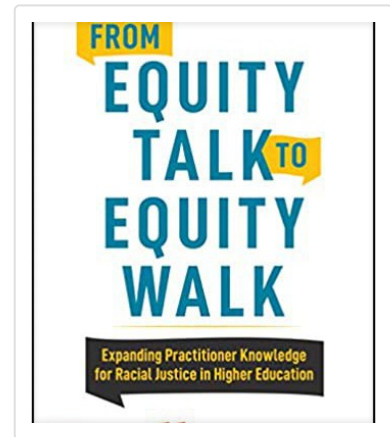
SHARE: <http://sharekazoo.org/>

Experience WMU: <https://wmich.campuslabs.com/engage/events> or or via the icon on the Go WMU homepage

**Please submit other sites for future publication, this list compiled by sites in which the committee is aware.*



Caste: The Origins of Our Discontents



Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education

We Need Your Input and Feedback

The CEHD IDC is here to support inclusion and diversity in the college but to do this, we need your input and your participation. Please share ideas, concerns and suggestions with your IDC Representative or use the online comment form:

<https://wmich.edu/education/diversitycommittee-comment>

Please submit news, events and content for consideration for future CEHD IDC publications:

For the September/October Newsletter - submit to your IDC Rep by August 15

For the January/February Newsletter - submit to your IDC Rep by December 15

For the March/April Newsletter - submit to your IDC Rep by February 15

CEHD IDC 2020-21 Representatives

Harmony Durden - Masters Level Student Representative

Bright Egwim - Doctoral Level Student Representative

Lori Farrer - TLES Representative

Angel Gullon-Rivera - FCS Representative

Elijah Lewis - Undergraduate Student Representative

Nicole Lockwood-Womack - Staff Member At-Large, Office of Teacher and Administrator Cert.

Nateya Moore - TRIO/Student Success Representative

Selena Protacio - SPLS Representative

LaSonja Roberts - ELRT Representative

Tangela Roberts - CECF Representative

Vacancy: HPHE Representative

Upcoming Meetings: March 17 with Guest Dr. Li and April 21



Contact Us

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🌐 wmich.edu/education/about/c...