

HGSE Diversity, Equity, Inclusion & Belonging Outcomes

Responsive to the expressed needs of students and the trends in DEIB best practices across higher education, DACED developed a set of outcomes for HGSE to implement. These outcomes are broken into two broad categories: Universal Outcomes—those outcomes and goals we have for *all* of our students at HGSE and believe that we can/should ensure all of our students make progress toward—and Advanced Outcomes—those outcomes and goals we have for the subset of our students who may wish to seek careers focused on diversity, equity, inclusion and belonging work. Situated as needing to be advanced by the time of graduation, these outcomes are intended to shape students’ readiness both on campus and for their future work.

The outcomes were devised from our already existing DEIB work, including the DACED Diversity Competencies (2013), our community values statement (2018), student data from a school-wide climate survey and other focus groups/interviews (1997-2017), and conversations with faculty. In addition, these outcomes draw on a review of DEIB work in the field of higher education, including an analysis of the ways that our peer institutions currently set expectations for themselves and students on diversity, equity, inclusion and belonging work in their respective fields. Building from this learning, we have broken down the broader category of DEIB into four domains of DEIB work.

Definition of Outcome Domains

Knowledge:

This domain captures an individual’s foundational understanding of key concepts and terms related to diversity, equity, inclusion and belonging (e.g., "intersectionality" or "structural inequality"). This includes both broad concepts (e.g., systems of oppression and liberation, socialization, historic patterns of educational inequality) and more specific concepts and terms that fall within specific domains (e.g., gender, race, ethnicity, language). **Knowledge** refers to students’ abilities to define and identify key concepts and terms, rather than their ability to internalize, understand or act upon these ideas.



Reflective and Developmental Self-Work:

This domain captures an individual’s ability to demonstrate awareness, comfort and skill at self-identifying and reflecting on their identity, positionality and power consistently over time. Reflective and developmental self-work includes some internalization of the knowledge described above, as well as an ability to apply these foundational concepts and terms to one’s own processes of socialization and development (e.g. Who am I, in relationship to others?). Finally, this domain captures an individual’s commitment to engaging in reflective and developmental self-work in the realm of diversity, equity, inclusion and [belonging](#).



Interpersonal and Group Work:

This domain captures an individual's capacity to communicate, collaborate, dialogue, facilitate and intervene (in real time) with other people, across social identity differences. Interpersonal and group work includes interactions that are one-on-one and interactions in the context of groups, including work-based teams. Achieving interpersonal and group work outcomes necessitates that individuals internalize the key concepts and terms, as well as understand their own socialization process, such that they can effectively communicate across lines of difference. While such communication is likely to occur in the context of organizations, this domain is intended to capture everyday interactions rather than organizational structures or systems.



Organizational and Systems Work:

This domain captures an individual's capacity to identify and analyze systems (historical, organizational, political, global) of power and their influence on the everyday experiences of individuals in our society. This type of analysis occurs in micro and macro organizational and systems settings, including classrooms, schools, districts, organizations, and broader policy contexts. To organizational and systems work outcomes, individuals will need to internalize the key concepts and terms such that they can identify their concrete manifestations. In addition, individuals will be able to build on their reflection and self-work to identify the skills and strategies that they have for influencing these systems of power in ways that promote equity and inclusion.



Universal Outcomes

Universal outcomes refer to a set of diversity, equity, and inclusion outcomes that we believe all graduates of HGSE should make progress toward during their time on campus. **At HGSE, we believe that diversity, equity, inclusion and belonging work is a lifelong journey; while we expect individuals to make progress on this journey during their time at HGSE, we do not expect that the journey will ever be complete.** We expect that students will engage in experiences that help them along this journey through their entire master's student experience. For example, students might make progress on several outcomes through their foundational Equity & Opportunity class, develop further in a core programmatic class, engage in an OSA-based affinity groups, and participate in different extra-curricular opportunities. As stated, there are four domains for of universal outcomes: *Knowledge, Reflective and Developmental Self Work, Interpersonal and Group Work, and Organizational and Systems Work.*

Knowledge



- 1) Students will understand key concepts and terms related to diversity, equity, and inclusion (e.g., intersectionality or structural inequality). *[knowing]*
- 2) Students will articulate a foundational understanding of key concepts related to equity, inclusion, oppression, privilege, and power within the context of education. *[knowing]*
- 3) Students will identify systems (historical, organizational, political, global) of power and describe influences of systems on the everyday experiences of individuals in education. *[knowing]*
- 4) Students will draw on theory and evidence to show that how people and institutions perceive, experience, and respond to difference as “advantage” or “disadvantage” is socially constructed, and thus also subject to change through social intervention.

Reflective and Developmental Self-Work

- 1) Students will make progress toward identifying their own prejudices, biases, and blind spots through critical reflection over time. *[being]*
- 2) Students will practice holding the discomfort and stress that can accompany awareness and risk-taking. *[being]*
- 3) Students will participate in inclusive and equity-based professional development. *[doing]*
- 4) Students will explain and engage in personal reflection about the ways in which all people (including themselves) have multiple social identities that are politically, historically, geographically, and socioculturally constructed. They will understand that social identities interact with one another in complex ways, change across our lifetimes, influence how we experience and act on the world, and affect how others experience and act with us. *[being]*
- 5) Students will articulate their responsibility, vision, and action plan for advancing equity and opportunity through their work as education professionals, with attention to how their positionality is implicated in this work. *[doing]*



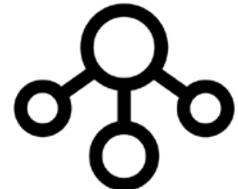
Interpersonal and Group Work



- 1) Students will build personal capacity to interact with individuals and groups whose frame of thinking is different from their own; take risks, demonstrate vulnerability, challenge others' ideas without invalidating their experiences. *[being]*
- 2) Students will connect and build meaningful relationships with others while recognizing the multiple intersecting identities, perspectives and developmental differences people hold. *[being]*
- 3) Students will participate in dialogue that helps one to assess and complicate their understanding about issues of equity, inclusion, power, privilege and oppression in education. *[doing]*
- 4) Students will recognize when to speak up and when to step back, in the context of intergroup dialogues. *[being]*

Organizational and Systems Work

- 1) Students will identify systemic and structural barriers to equity and inclusion. *[being]*
- 2) Students will analyze the influence of systems (historical, organizational, political, global) of power on the everyday experiences of individuals in our society. *[knowing]*
- 3) Students will be able to explain how educational equity and opportunity can be promoted or impeded by individuals, teams, and groups, and also by institutional, structural, and historical forces. *[knowing]*
- 4) Students will analyze the role of structural inequality, oppression, privilege, and power in education and the impact of oppression on educators and students. *[knowing]*
- 5) Students will identify, analyze and apply strategies used by educators, across varied roles and contexts, to disrupt privilege and marginalization, promote educational equity, and increase educational access and opportunity. *[knowing & doing]*
- 6) Students will be able to assess their own roles in systems of oppression, privilege, and power and identify the various ways in which they have used or may use their role to create, perpetuate, or dismantle, equitable educational policies and practices. *[doing]*



Advanced Outcomes

Advanced outcomes refer to the set of additional skills and understandings that we believe students who want to undertake diversity, equity, and inclusion work **explicitly** will need to advance in their careers. These outcomes may not necessarily be achieved by the HGSE experience; however, these outcomes could be initiated through the HGSE experience. The same four categories for outcomes apply: *Knowledge, Reflective and Developmental Self Work, Interpersonal and Group Work, and Organizational and Systems Work*. Although some outcomes satisfy two categories, below they are listed by the primary category. These outcomes weigh heavily on the *Systems and Organizational Work* as we believe that this domain is critical for anyone who plans to lead individual, group, organizational or systemic change.

Knowledge



- 1) Students will engage others in both identifying key concepts related to diversity, equity, and inclusion with which they are familiar and fundamental domains in which they want to push their growth (e.g. race/racism, gender/misogyny/cisphobia, sexuality/homophobia). *[doing]*
- 2) Students will identify systemic barriers to equity and inclusion in their own organizations. *[being]*

Reflective and Developmental Self-Work

- 1) Students will practice strategies (e.g. critical friend groups, journaling) to create a deeper understanding of how identity, positionality, power, and privilege influences spaces for self and others. *[doing]*
- 2) Students will continue to participate in inclusive and equity-based professional development to further engage blind spots. *[doing]*
- 3) Students will provide consultation to other units, divisions or institutions on strategies to dismantle systems of oppression, privilege and power. *[doing]*



Interpersonal and Group Work



- 1) Students will understand and effectively communicate intersectionality and the ways which multiple experiences with marginalization are distinct, nuanced, and diverse within group; and, be able to use this understanding to build relationships across groups and dismantle inequitable systems. *[being]*
- 2) Students will be able to observe, diagnose, and shape group dynamics in order to effectively communicate, collaborate, facilitate and intervene (in real time) with folks across social identity differences. *[being]*
- 3) Students will facilitate dialogue and reflection about issues of equity, inclusion, power, privilege, oppression, and power without shaming them. *[doing]*
- 4) Students will foster and promote an institutional culture that supports the free and open expression of ideas, identities and beliefs, and where individuals have the capacity to safely negotiate different standpoints. *[being]*

- 5) Students will design programs and events that are inclusive, promote social consciousness and challenge current institutional, national, global and sociopolitical systems of oppression. *[doing]*
- 6) Students will link individual and departmental performance indicators with demonstrated commitment to equity and inclusion. *[doing]*

Organizational and Systems Work

- 1) Students will advocate for equity values in institutional mission, goals and programs. *[doing]*
- 2) Students will provide opportunities for inclusive and equity-based educational professional development. *[doing]*
- 3) Students will lead or participate in hiring and promotion practices that are non-discriminatory and work toward building inclusive teams. *[doing]*
- 4) Students will promote for the development of a more inclusive and socially conscious department, school or profession. *[doing]*
- 5) Students will effectively address bias incidents that impact one's school community. *[doing]*
- 6) Students will assess the effectiveness of the institution in removing barriers to addressing issues of equity and inclusion. *[doing]*
- 7) Students will implement appropriate measures to assess the campus climate for students, faculty and staff. *[doing]*
- 8) Students will ensure institutional policies, practices, facilities structures, systems and technological respect and represent the needs of all people. *[doing]*
- 9) Students will ensure campus resources are distributed equitably in order to meet the needs of all campus communities. *[doing]*
- 10) Students will create ongoing strategic plans for the continued development of inclusive initiatives and practices through the institution. *[doing]*
- 11) Students will collect data that illustrates institutional effectiveness and growth areas in addressing critical incidents of discrimination that impact the institution. *[doing]*

