EDLD 410 / 510 – Leading for Equity
4 credits (CRNs: 27990; 27987)

University of Oregon

Winter 2014 | Wednesdays 1:00pm-4:50pm | Lokey Ed 115

INSTRUCTOR:  Dr. Charles Martinez
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Phone: 541-346-2161
E-mail: charlesm@uoregon.edu
Office Hours: By appointment

Additional Course Support:
Jessica Saven, EMPL Ph.D. Student
E-mail: jsaven@uoregon.edu

COURSE DESCRIPTION:

This course is designed to provide advanced exposure to current research and practice in leading for equity and inclusion within professional educational settings. The course will provide students with a strong conceptual foundation in leadership theories that enhance equity in terms of access, student outcomes, and institutional culture, with an emphasis on application of leadership approaches to real-world administrative settings in educational and human service contexts. The course is practice-oriented and utilizes class discussion, personal reflections, and case studies in leadership to prepare students for taking actions in their own practice that promote equity and inclusion. Students are expected to have had prior exposure to issues of diversity in education.

COURSE LEARNING OBJECTIVES:

In this course, participants will:

1. Anticipate and recognize systemic patterns that perpetuate inequities within organizations and apply this knowledge to practices that enhance multicultural inclusion in real-world settings.

2. Demonstrate increased awareness about how leaders’ personal cultural identity factors interact with structural influences such as power, privilege, and intergroup behavior to influence equity and inclusion in educational and other professional settings.

3. Demonstrate working knowledge of extant leadership models in terms of strengths and weaknesses in addressing equity issues.

4. Develop analytic skills in utilizing multiple sources of data to identify how inequities occur, are maintained, and are disrupted in complex organizations.

5. Develop a personal equity leadership framework for professional practice that incorporates relevant scholarship in equity, inclusion, and social justice.

REQUIRED READINGS:

All reading materials will be provided as PDF files via course Blackboard site prior to each session.
COURSE STRUCTURE:

Format. Class meets routinely on Wednesdays from 1:00p to 4:50p. Additional experiential activities and discussion groups may take place during class and/or outside of class. Course content will be delivered through lecture, video recordings, student discussion, role-play, and guest presentations of challenging equity leadership situations. Course communication will be facilitated via the Blackboard website (https://blackboard.uoregon.edu), where you can upload assignments, access all assigned readings, PowerPoint slides of lecture material, and where you can communicate with classmates and the instructor regarding substantive and technical questions in our discussion forums.

Respect and Confidentiality. In this course, you are entering an experience that involves a fair amount of role-playing activities, discussion of controversial perspectives and topics, and self-exploration. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your ethical duty to maintain a sense of respect for and trust with your colleagues. If someone divulges personally important information, it is your obligation to keep that information confidential. These same principles hold when doing activities outside of class. In short, it is expected that we all maintain each other’s privacy regarding information shared in this class.

All of us have biases, prejudices, and lack sensitivity to others at times. For optimal growth, it is crucial that, when you are offended by something said in class, you recognize both your right to feel offended and your obligation to not judge the person who made the statement. It is important for both the receiver and sender to appreciate the other person’s perspective and the factors that may have contributed to that person’s perspective. An important aspect of diversity of viewpoints is that we each can grow from open exposure to and discussion of ideas that differ from our own.

For your own consideration, you have the right and responsibility to share only those personal ideas and opinions that you are comfortable disclosing. Please talk to me about any obstacles or personal concerns you have about class discussions, role-plays, or experiential activities.

ASSIGNMENTS:

1. Participation/Attendance (15 pts). Your regular attendance and participation are required. Regular attendance means coming to class on time, staying for the entire class session, and participating in outside-of-class activities. Participation means actively contributing to the discussions that will occur in class and on our class Discussion Boards on Blackboard. We are all interested in your opinions. We will do our best to make this class a safe place to express them.

2. Personal Equity Leadership Reflection and Peer Consultation (20 pts). Students are expected to write a reflection paper that describes a personally and/or professionally challenging equity related situation connected to a reading or class discussion. In addition to details about the situation, reflections should focus on questions such as: What was the most uncomfortable or confusing aspects of the situation? What were your immediate thoughts on the situation, its causes, and possible solutions? What biases/preconceived ideas were at play for you in drawing conclusions about the motivations of various actors in the situation? What immediate actions did you take and how did they work out? What did you learn and what would you do differently now? How did this situation help shape your leadership style? Reflection papers must be uploaded to Blackboard by 2/5/14. After uploading, students will be assigned to review the reflections of two other students and conduct written consultation summaries for each that offers additional observations/insights into the situation(s) described in the reflections, ask relevant
follow-up questions, suggest new ways of thinking about the situation, etc. Consultation summaries must be uploaded by 2/9/14.

3. **Leadership Interview (30 pts).** Students are expected to conduct and document an interview with a professional colleague about their leadership style, the values that underlie their approach to leadership, and the connections between their leadership philosophy and the goal of ensuring equity and inclusion in the professional context in which they operate. The paper will synthesize information from the interview with both class material and students’ own personal reactions, and will be submitted via Blackboard by 2/28/14.

4. **Equity Leadership Stance Paper (35 pts).** For this project, students are expected to develop and articulate an equity leadership approach that reviews and synthesizes relevant leadership models from the scholarly literature (including a discussion of strengths and limitations of extant models) together with their personal values and commitments. The paper should address both public (behavioral) equity leadership practices as well as more personal (awareness, self-reflection, vision) practices that underlie their equity leadership vision. The APA-style paper will be submitted via Blackboard by 3/19/14.

*Extra Credit.* There are no planned opportunities for extra credit work in this class.

*Late Work.* As a rule, no late work will be accepted and assignments will not be rescheduled. If an unforeseen legitimate illness or personal crisis occurs, it is your responsibility to contact the instructor before the due date.

**GRADING:**

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<th>Points</th>
<th>Participation (15%)</th>
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<tbody>
<tr>
<td>Points</td>
<td>Equity Leadership Reflection and Peer Consultation (20%)</td>
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<td>Points</td>
<td>Leadership Interview (30%)</td>
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<td>Points</td>
<td>Equity Leadership Stance Paper (35%)</td>
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**Total** 100 Pts.

**Final Grade Policy**

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<tr>
<th>A+</th>
<th>97-100%</th>
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<th>93-96.9%</th>
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<th>90-92.9%</th>
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*Please note that if this class is taken P/NP, 80% or higher is required to pass the class and all class assignments must be completed.*

**COURSE INCOMPLETES:**

Students are expected to be familiar with university policy and procedures, which result in failing to complete the course by the end of the term in which it is offered. Please see [http://registrar.uoregon.edu/incomplete_policy](http://registrar.uoregon.edu/incomplete_policy).
# Schedule of Activities and Assignments

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<thead>
<tr>
<th>Class</th>
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<tr>
<td>1</td>
<td>1/8</td>
<td>• Course Overview&lt;br&gt;• Major Concepts in Equity Leadership</td>
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<td>2</td>
<td>1/15</td>
<td>• Equity Leadership within the Sociohistorical and Political Context (Oregon and Beyond)&lt;br&gt;• Influences of Personal Cultural Identity on Leadership Style&lt;br&gt;• Impact of System-Level and Organizational Dynamics on Equity Outcomes</td>
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<td>3</td>
<td>1/22</td>
<td>• Institutional Readiness and Equity Planning</td>
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<td>4</td>
<td>1/29</td>
<td>• Using Data to Assess Outcome Disparities and Organizational Climate for Equity (Guest Lecture: Jess Saven)</td>
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<td>5</td>
<td>2/5</td>
<td>• Engaging Community Stakeholders</td>
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<td><strong>PERSONAL EQUITY LEADERSHIP REFLECTION DUE 2/5</strong>&lt;br&gt;<strong>PEER CONSULTATION DUE 2/9</strong></td>
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<td>6</td>
<td>2/12</td>
<td>• Constructing and Enacting an Equity Vision&lt;br&gt;• Guest (TBN): Equity Leadership Case Study #1</td>
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<td>7</td>
<td>2/19</td>
<td>• Developing A Culturally Responsive Organization&lt;br&gt;• Guest (TBN): Equity Leadership Case Study #2</td>
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<td>8</td>
<td>2/26</td>
<td>• Creating an Infrastructure for Equity Leadership&lt;br&gt;• Allocating Human and Financial Resources to Enhance Equity&lt;br&gt;• Guest (TBN): Equity Leadership Case Study #3</td>
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<td><strong>LEADERSHIP INTERVIEW DUE 2/28</strong></td>
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<td>9</td>
<td>3/5</td>
<td>• Using Data to Track Progress and Refine Efforts&lt;br&gt;• Guest (TBN): Equity Leadership Case Study #4</td>
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<td>10</td>
<td>3/12</td>
<td>• Anticipating and Addressing Barriers to Lasting Change&lt;br&gt;• Guest (TBN): Equity Leadership Case Study #5</td>
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<td>3/19</td>
<td><strong>EQUITY LEADERSHIP STANCE PAPER DUE 3/19/14</strong></td>
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ATTENDANCE POLICY:

Regular attendance and participation in class are mandatory for this course. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

ACADEMIC MISCONDUCT POLICY:

All participants are subject to the regulations stipulated in the UO Student Conduct Code (http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

CONFLICT RESOLUTION:

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education you can contact Lauren Lindstrom, Associate Dean, at 541-346-1399 or lindstrm@uoregon.edu or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

Outside the College, you can contact:
- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 346 -0617 or http://uodos.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

DIVERSITY:

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the university community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the University.

In this course, class discussions, projects/activities and assignments will challenge students to think critically about the impact of cultural, religious, gender, race, socioeconomic, physical and cognitive ability, and sexual differences. Students will be encouraged to develop or expand their respect and understanding of such differences.
DOCUMENTED DISABILITY:

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on the Accessible Education Center, please see http://aec.uoregon.edu/

EXPECTED CLASSROOM BEHAVIOR:

Classroom expectations include:

- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class; not reading other materials, books, newspapers

Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

GRIEVANCE:

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.

INCLEMENT WEATHER:

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.