

From Equity Talk to Equity Walk to Advance Student Success

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AAC&U

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About AAC&U

- The leading national association concerned with the **quality** of student learning in college
- Institutional members – half public/half private, two year, four-year, research universities, state systems, liberal arts, international



AAC&U's Mission

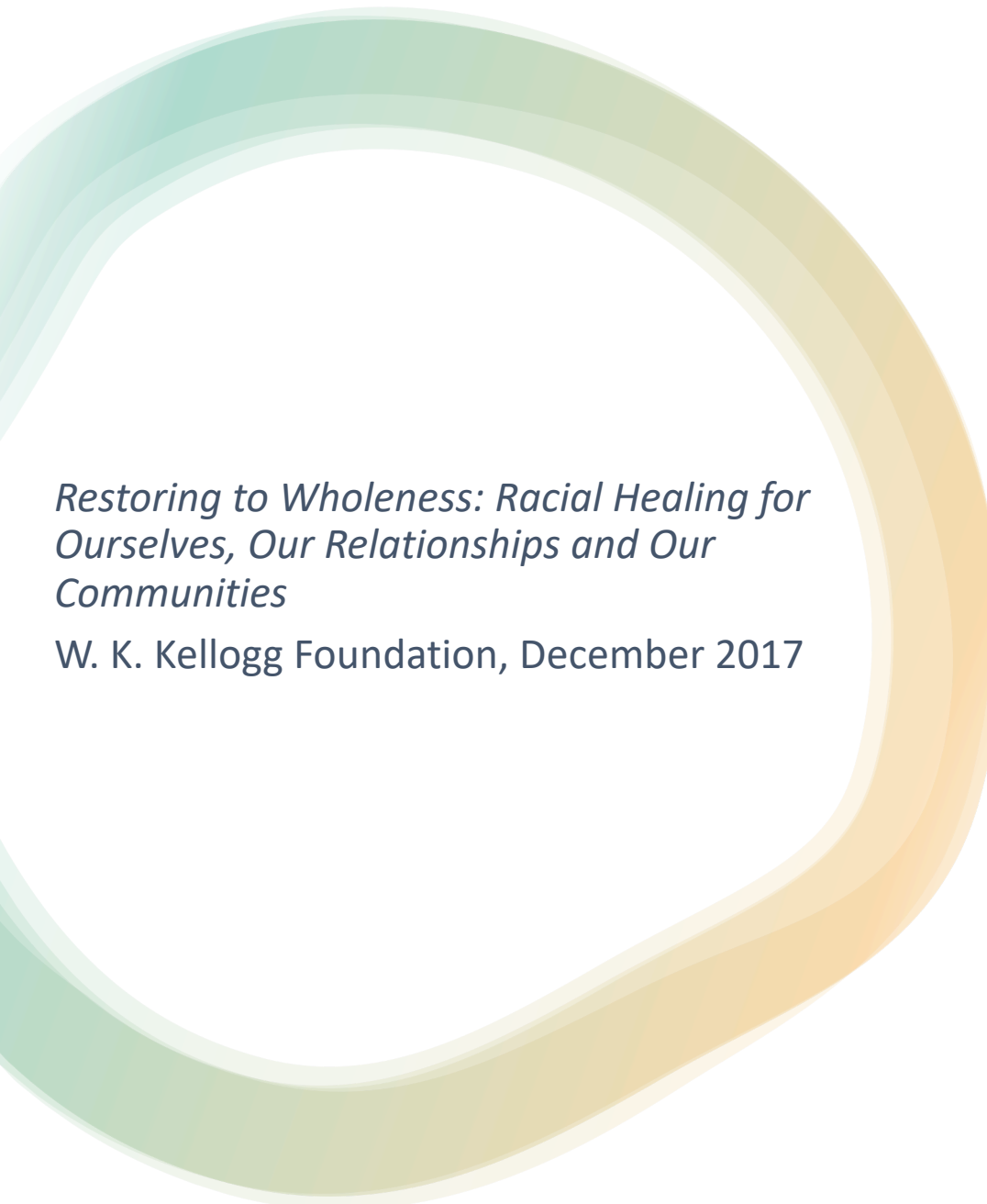
To advance the vitality and public standing of liberal education by making **quality** and **equity** the foundations for **excellence** in undergraduate education in service to democracy.



Our focus should be on becoming
best practitioners NOT the best
practices.



Estela Mara Bensimon, EdD



*Restoring to Wholeness: Racial Healing for
Ourselves, Our Relationships and Our
Communities*

W. K. Kellogg Foundation, December 2017

“Before you can
transform systems
and structures, you
must do the people
work first.”

TIA BROWN McNAIR · ESTELA MARA BENSIMON · LINDSEY MALCOLM-PIQUEUX
FORWARD BY LYNN PASQUERELLA

FROM
EQUITY
TALK **TO**
EQUITY
WALK

**Expanding Practitioner Knowledge
for Racial Justice in Higher Education**




JOSSEY-BASS™
A Wiley Brand

Through Case Examples & Campus Reflections


- Building an Equity-Minded Campus Culture
- Using and Communicating Data as a Tool to Advance Equity
- Aligning Strategic Priorities and Building Institutional Capacity
- Building Capacity for Equity-Mindedness among First-Generation Equity Practitioners



Advancing Equity: Individual and Shared Responsibility




Defining Equity and Equity-Mindedness



“The Center for Urban Education coined the term **Equity-Mindedness** to refer to the mode of thinking exhibited by practitioners who are willing

- to assess their own racialized assumptions,
- to acknowledge their lack of knowledge in the history of race and racism,
- to take responsibility for the success of historically underserved and minoritized student groups, and
- to critically assess racialization in their own practices as educators and/or administrators.”


-From Equity Talk to Equity Walk



“It is crucial that institutions gather and analyze qualitative and quantitative data in order to understand student experiences, learning, and outcomes.

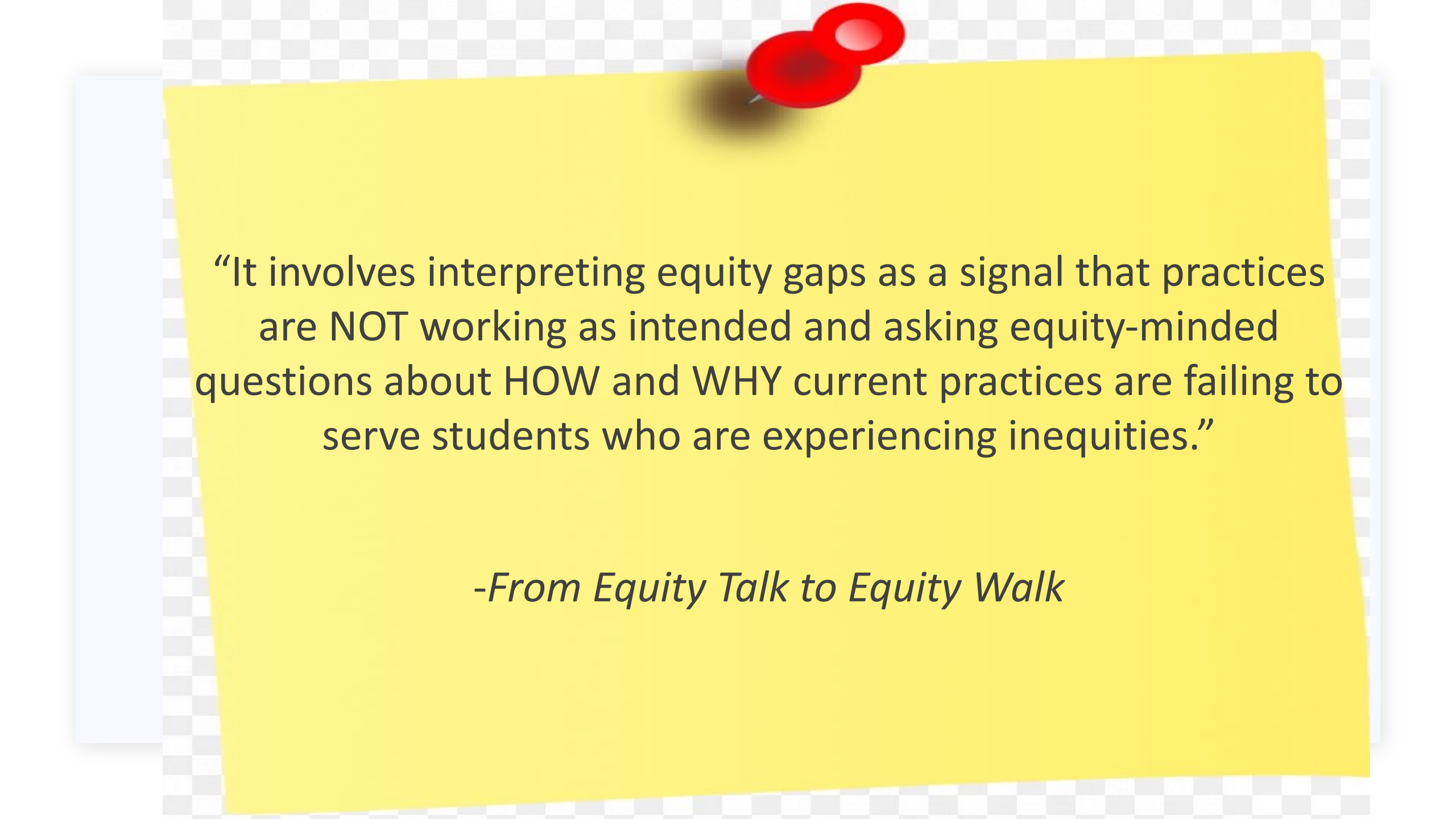
Equally important, however, is the **process** during which practitioners reflect on and make sense of data to inform their actions.”

-From Equity Talk to Equity Walk



“Equity-Minded Sense-Making goes beyond examining data and noticing equity gaps in outcomes.”

-From Equity Talk to Equity Walk



“It involves interpreting equity gaps as a signal that practices are NOT working as intended and asking equity-minded questions about HOW and WHY current practices are failing to serve students who are experiencing inequities.”

-From Equity Talk to Equity Walk

Obstacles Blocking the Way towards Racial Equity	Equity-minded Response
Obstacle 1: Claiming not to see race.	Understanding race critically.
Obstacle 2: Not being able or willing to notice racialized consequences.	Self-change in response to racialized consequences.
Obstacle 3: Skirting around race.	Saying ‘no’ to racially coded language.
Obstacle 4: Resisting calls to disaggregate data by race and ethnicity.	Resisting the use of [the Misbegotten] ‘URM’ [‘underrepresented minority’] by disaggregating data.
Obstacle 5: Substituting race talk with poverty talk.	Racial inequality is a consequence of slavery and conquest.
<p style="text-align: center;">From McNair, Bensimon, & Malcom-Piqueux (2020), Chapter 2: pp. 18-51</p>	

Obstacles Blocking the Way towards Racial Equity	Equity-minded Response
Obstacle 6: The pervasiveness of white privilege and institutionalized racism.	Remediating whiteness in practices.
Obstacle 7: Evasive reactions to racist incidents.	Calling attention to the saliency of whiteness.
Obstacle 8: The incapacity to see institutional racism in familiar routines.	Self-remediation of routine practices.
Obstacle 9: The myth of universalism.	Being critically race conscious.
Obstacle 10: Seeing racial inequities as a reflection of academic deficiency.	Examining why practices work so much better for white students than for minoritized students.

From McNair, Bensimon, & Malcom-Piqueux (2020), Chapter 2: pp. 18-51



Building Equitable Pathways for Student Success

Academic and Social Mobility

Survey Sample At A Glance



71% Male



75% White



246 Executives and **250** Hiring Managers



Equal **25%** distribution of small (25-99 employees), medium (100 to 499), large (500 to 999), and very large (1,000 or more employees) companies or organizations



Diverse mix **Industries**



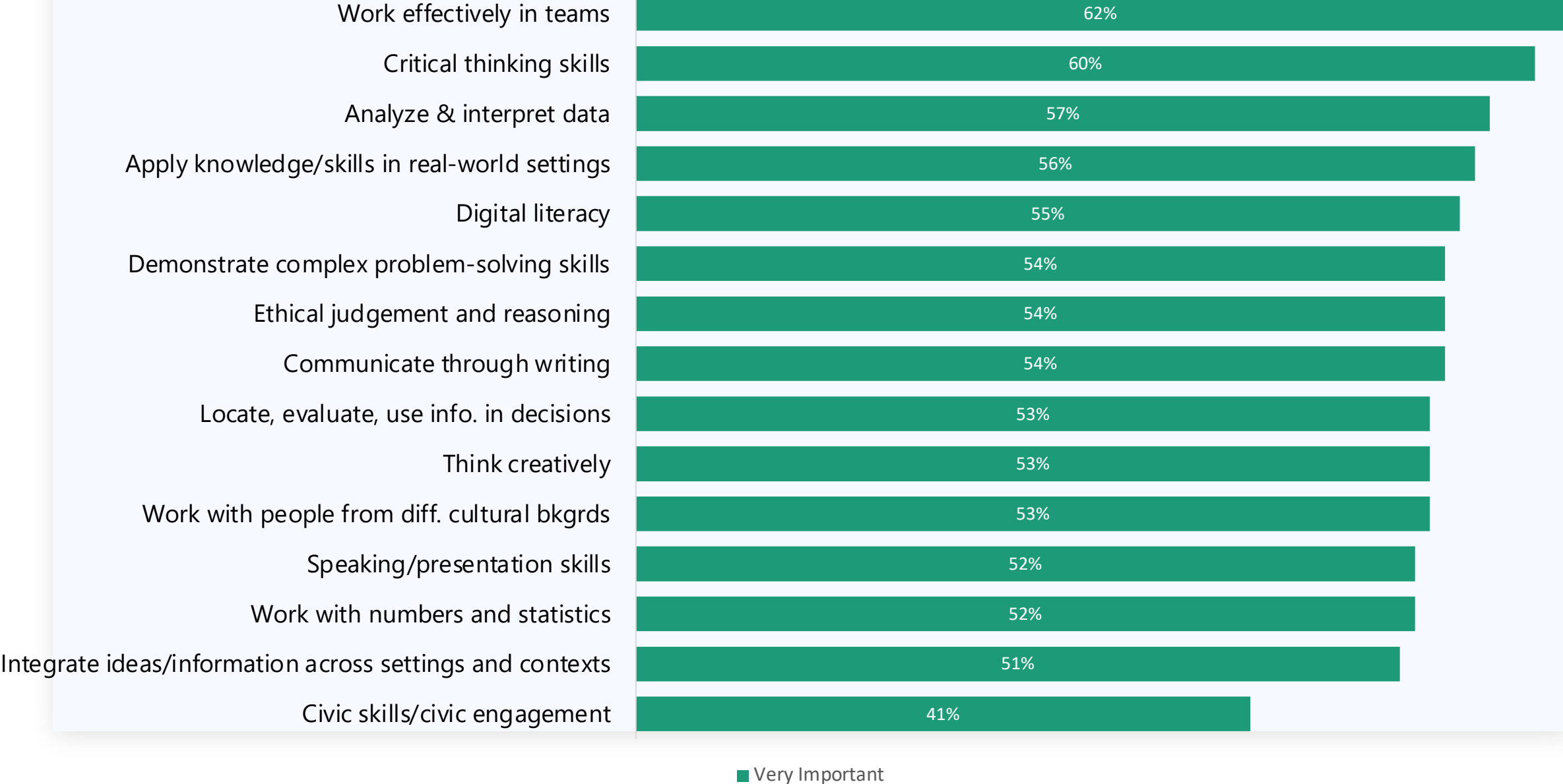
Companies range from local businesses to regional, national, and multi-national organizations; **10%** government or non-profit

Employers believe the outcomes of a liberal education are important for success.

Mindsets and personal capacities matter, too.



Employers Value the Skills Gained from a Liberal Education



2018



Oral Communication



Ability to work in teams



Ethical judgment and decision-making



Ability to work independently



Critical thinking/ analytical reasoning

2020



Ability to work in teams



Critical thinking



Ability to analyze and interpret data



Application of knowledge in real world settings



Digital literacy

Employers said these attributes of a college education are “very important” for long-term career success...

55%

Encouraging students to think for themselves

52%

An emphasis on ‘non-technical’ skills

52%

Building technical skills for employment

52%

Providing a well-rounded education

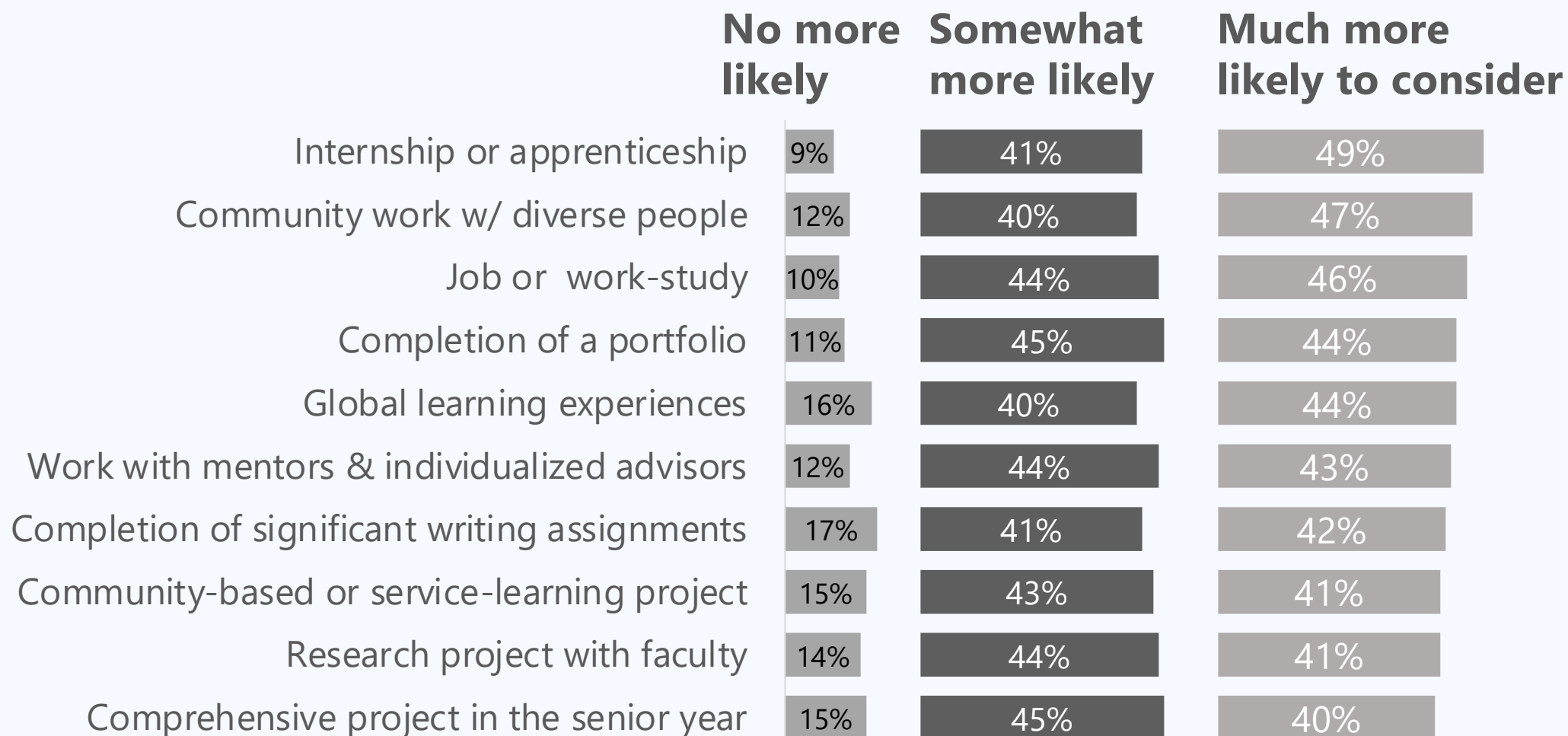
51%

Producing versatile students who can adapt to problems

51%

Encouraging interactions with diverse groups

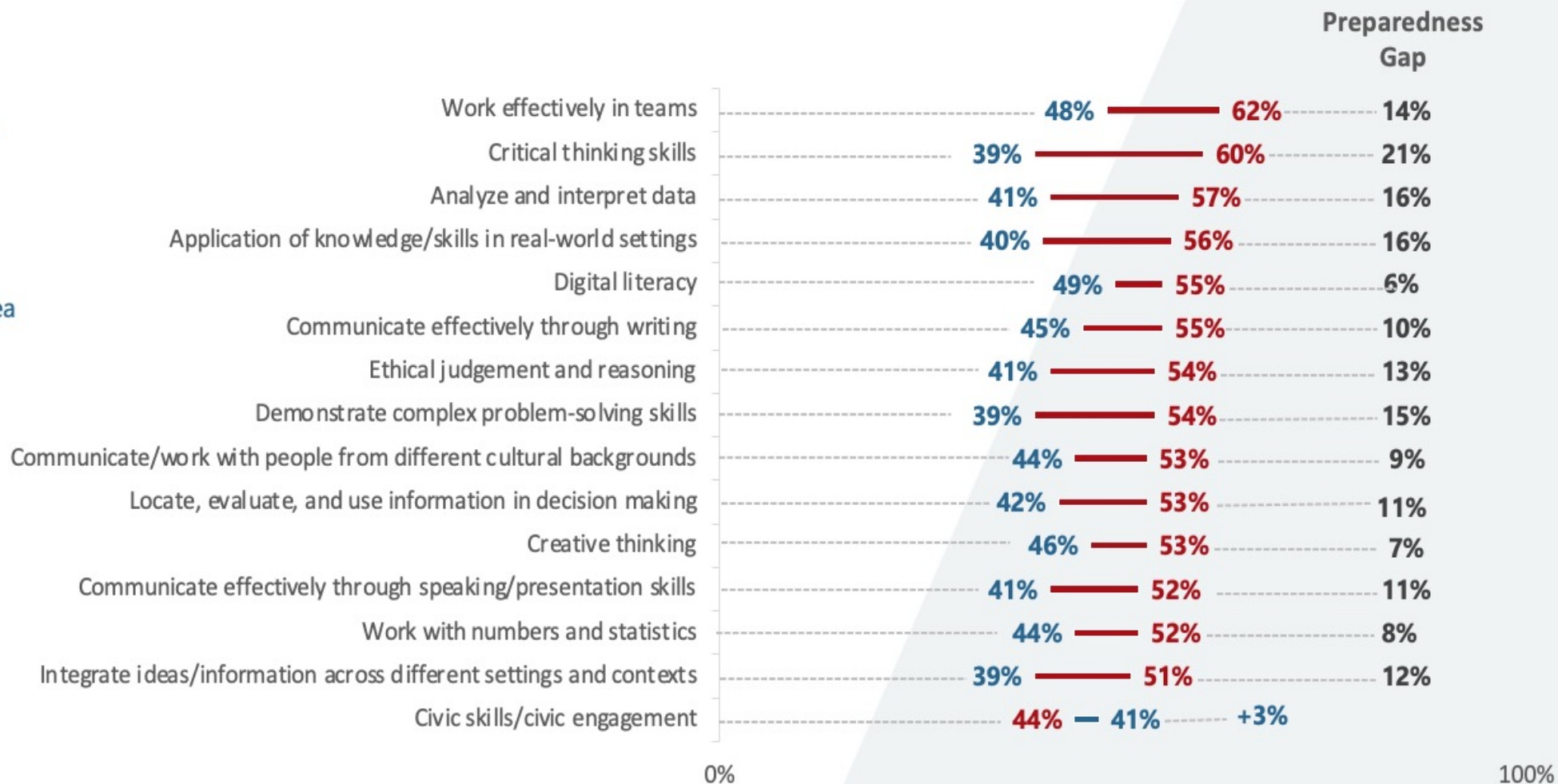
How much more likely are you to consider hiring a college graduate with the following experiences?



The gap between what employers want and graduate preparedness

■ Share of employers deeming a skill "very important"

■ Share of employers reporting that new graduates are "very prepared" in each area





Ensuring Students are Learning

AAC&U, in collaboration with the Center for Community College Student Engagement (CCCSE), is working with 20 community colleges to build institutional capacity and to develop resources that will help institutions strengthen their efforts to *ensure students are learning*.

Campuses

- Amarillo College
- Chattanooga State Community College
- Community College of Baltimore County
- Crafton Hills College
- Finger Lakes Community College
- Houston Community College
- Indian River State College
- Kapi'olani Community College
- Kilgore College
- Miami Dade College
- Middlesex Community College
- Monroe Community College
- Northeast Wisconsin Technical College
- Palo Alto College
- Salt Lake Community College
- San Antonio College
- San Jacinto College
- South Texas College
- St. Petersburg College
- Waubensee Community College

Guided Pathways

1. Mapping pathways to student end goals.
2. Helping students choose and enter a program pathway.
3. Keeping students on path.
4. **Ensuring that students are learning.**



Ensuring Students are Learning Components

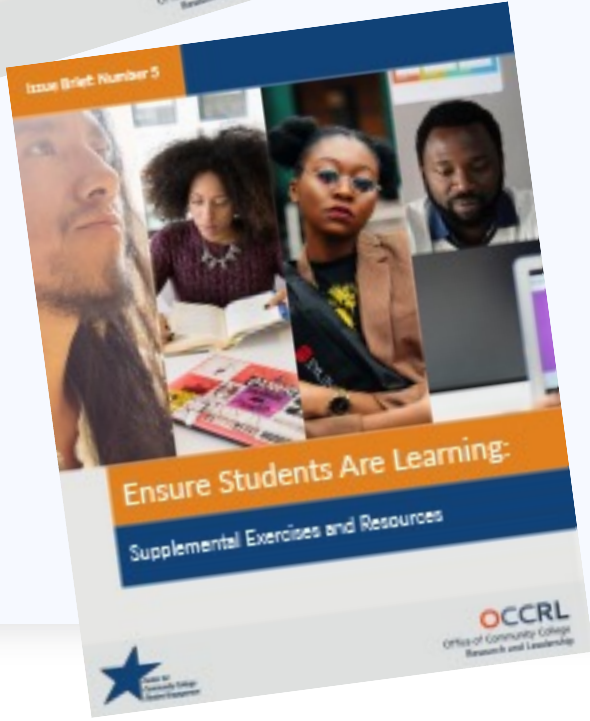
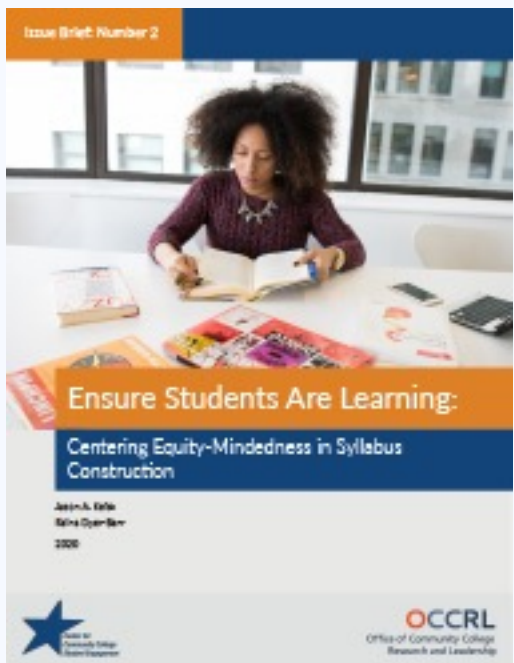
- Scaled, high-quality, program-relevant, applied learning experiences.
- Intentional and sustained student engagement.
- Evidence-based, high-impact teaching practices across modalities.
- Institution-wide commitment to equity-minded, asset-based teaching improvement.
- Quality assessment of program learning outcomes that lead to credentials, further education, and/or gainful employment.

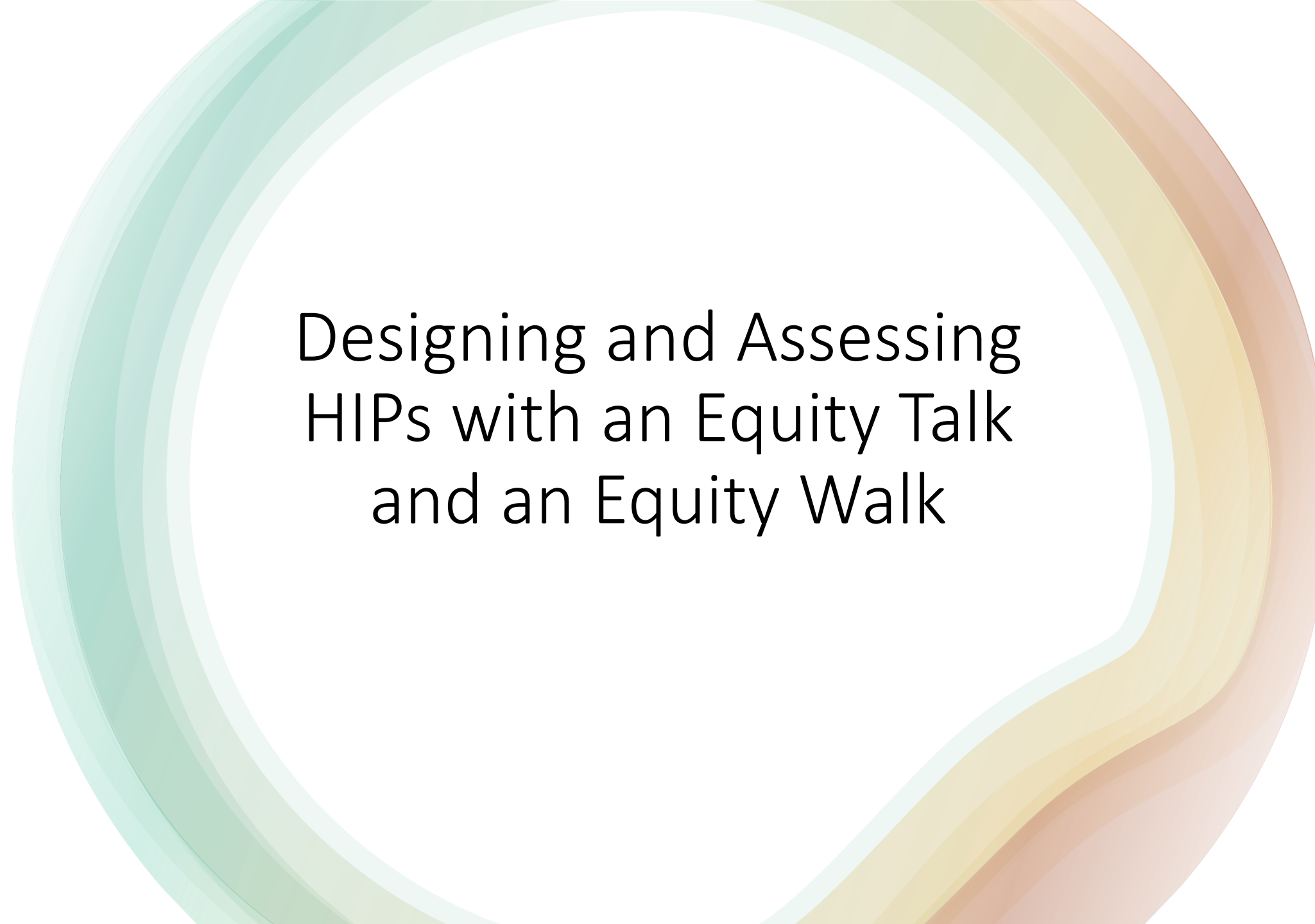


Center for
Community College
Student Engagement


Ensure Students Are Learning Equity Tools

<https://cccse.org/ESAL/equity-tools>





Designing and Assessing
HIPs with an Equity Talk
and an Equity Walk



“High-Impact
Practices” that
Help Students
Achieve the
Outcomes

- ★ First-Year Seminars and Experiences
- ★ Common Intellectual Experiences
- ★ Learning Communities
- ★ Writing-Intensive Courses
- ★ Collaborative Assignments & Projects
- ★ Undergraduate Research
- ★ Diversity/Global Learning
- ★ Service Learning, Community-Based Learning
- ★ Internships
- ★ Capstone Courses and Projects
- ★ E-portfolios

Access/
Participation

Impact/
Purpose

Equity

Quality

Advancing Equity Through Guided Pathways Series Discussion Guide #10: *Creating Active and Culturally-Responsive Learning Environments for Students*

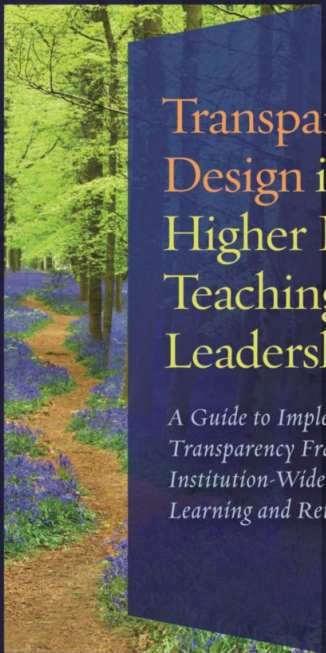
Tia Brown McNair, Association of
American Colleges & Universities &
Rob Johnstone, NCI

SERIES OVERVIEW

The Advancing Equity through Guided Pathways series aims to foster critical campus conversations about how to close persistent gaps for historically marginalized students. Developed by the National Center for Inquiry & Improvement for the California Guided Pathways Project, the series was generously supported by the Bill & Melinda Gates Foundation, the California Community Colleges Chancellor's Office, and the Foundation for California Community Colleges.



<http://ncii-improve.com/advancing-equity-through-pathways/>



Transparent
Design in
Higher Education
Teaching and
Leadership

*A Guide to Implementing the
Transparency Framework
Institution-Wide to Improve
Learning and Retention*

Edited by Mary-Ann Winkelmes,
Allison Boye, and Suzanne Tapp

Foreword by Peter Felten and Ashley Finley

The background features a teal circle on the left and a yellow circle on the right, both partially overlapping. Overlaid on these are several concentric, semi-transparent white circles and wavy lines that create a layered, organic effect.

Sharing and Utilizing Data for Equity-Conscious Decision-Making



VALUE INSTITUTE

Learning Outcomes Assessment At Its Best

www.aacu.org/valueinstitute, or email valueinstitute@aacu.org

WHAT IS THE VALUE INSTITUTE?



Resources to document, report, and use learning outcomes evidence to improve success in college.



Utilizes VALUE approach to assessment by collecting and uploading samples of student work to a digital repository and have the work scored by certified VALUE institute scorers for external validation of local learning assessment.



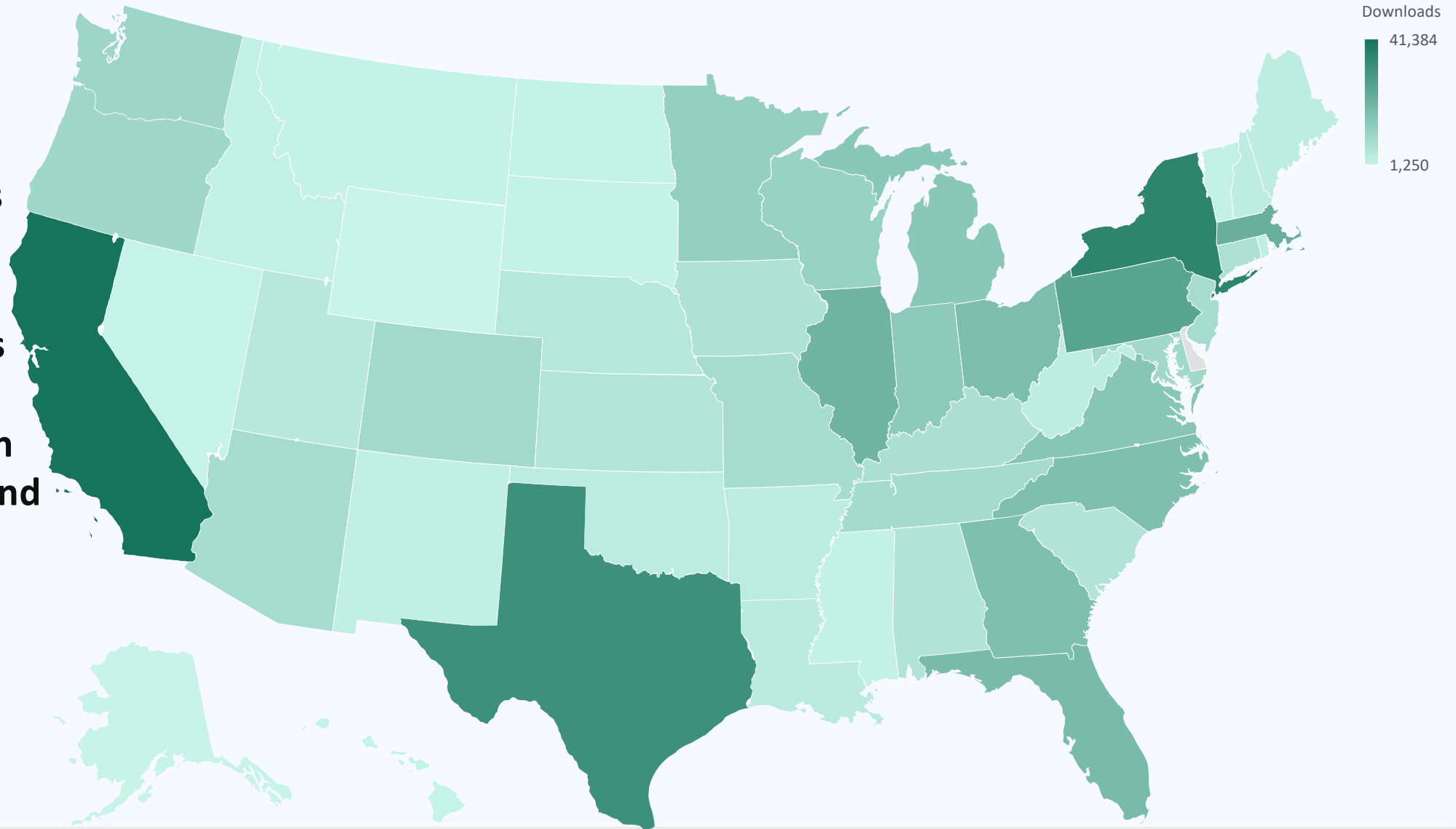
Participants receive data and reports from the tested VALUE nationwide database for benchmarking student learning.

(<https://www.aacu.org/value>)

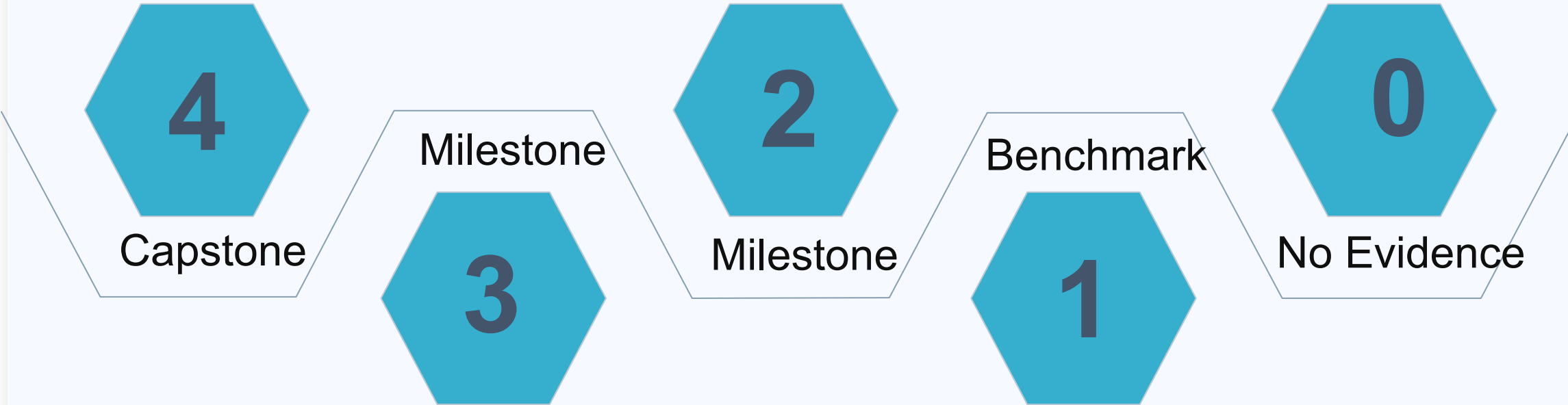
List of VALUE Rubrics

- **Knowledge of Human Cultures & the Physical & Natural Worlds**
 - Content Areas → No Rubrics
- **Intellectual and Practical Skills**
 - Inquiry & Analysis
 - Critical Thinking
 - Creative Thinking
 - Written Communication
 - Oral Communication
 - Reading
 - Quantitative Literacy
 - Information Literacy
 - Teamwork
 - Problem-solving
- **Personal & Social Responsibility**
 - Civic Knowledge & Engagement
 - Intercultural Knowledge & Competence
 - Ethical Reasoning
 - Foundations & Skills for Lifelong Learning
 - Global Learning
- **Integrative & Applied Learning**
 - Integrative & Applied Learning

In the United States, the VALUE rubrics have been downloaded **512,908** times since 2014 across users in all 50 states and the District of Columbia.



ABOUT THIS RESEARCH: VALUE RUBRIC SCALE



Scores by Student Characteristics

Dimension 1: Explanation of Issues

The table below displays percentages of students who scored at different levels of evidence by selected student characteristics. Examining rates for different groups offers insight into how performance varied within aggregate population.

	<i>Capstone</i> 4	<i>Milestones</i>		<i>Benchmark</i> 1
		3	2	
Pell-Eligible				
Yes	1%	29% ■	63% ■■	8%
No	2%	25% ■	65% ■■	9%
Gender				
Female	2%	28% ■	63% ■■	7%
Male	1%	27% ■	64% ■■	9%
Race/ethnicity or international				
American Indian or Alaska Native	0%	25% ■	75% ■■■	0%
Asian	0%	0%	100% ■■■■	0%
Black or African American	0%	14% ■	77% ■■■	9%
Hispanic or Latino	0%	16% ■	68% ■■	16% ■
Native Hawaiian/Other PI	0%	0%	100% ■■■■	0%
White	2%	31% ■	61% ■■	7%
Other	0%	0%	0%	0%
Non-resident	0%	67% ■■	33% ■	0%
Two or more races	6%	28% ■	56% ■■	11% ■
Credits Completed				
Less than 75% completed	0%	27% ■	63% ■■	11% ■
More than 75% completed	0%	0%	0%	0%

Thank you!

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