

A Vision for Equity and Student Success

Dr. Tia Brown McNair
VP, Diversity, Equity and Student Success
PHENND
October 30, 2018

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Advancing Student Performance through Integration, Research, and Excellence



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About AAC&U

- The leading national association concerned with the **quality** of student learning in college
- More than 1,400 institutional members – half public/half private, two year, four-year, research universities, state systems, liberal arts, international

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AAC&U's Mission

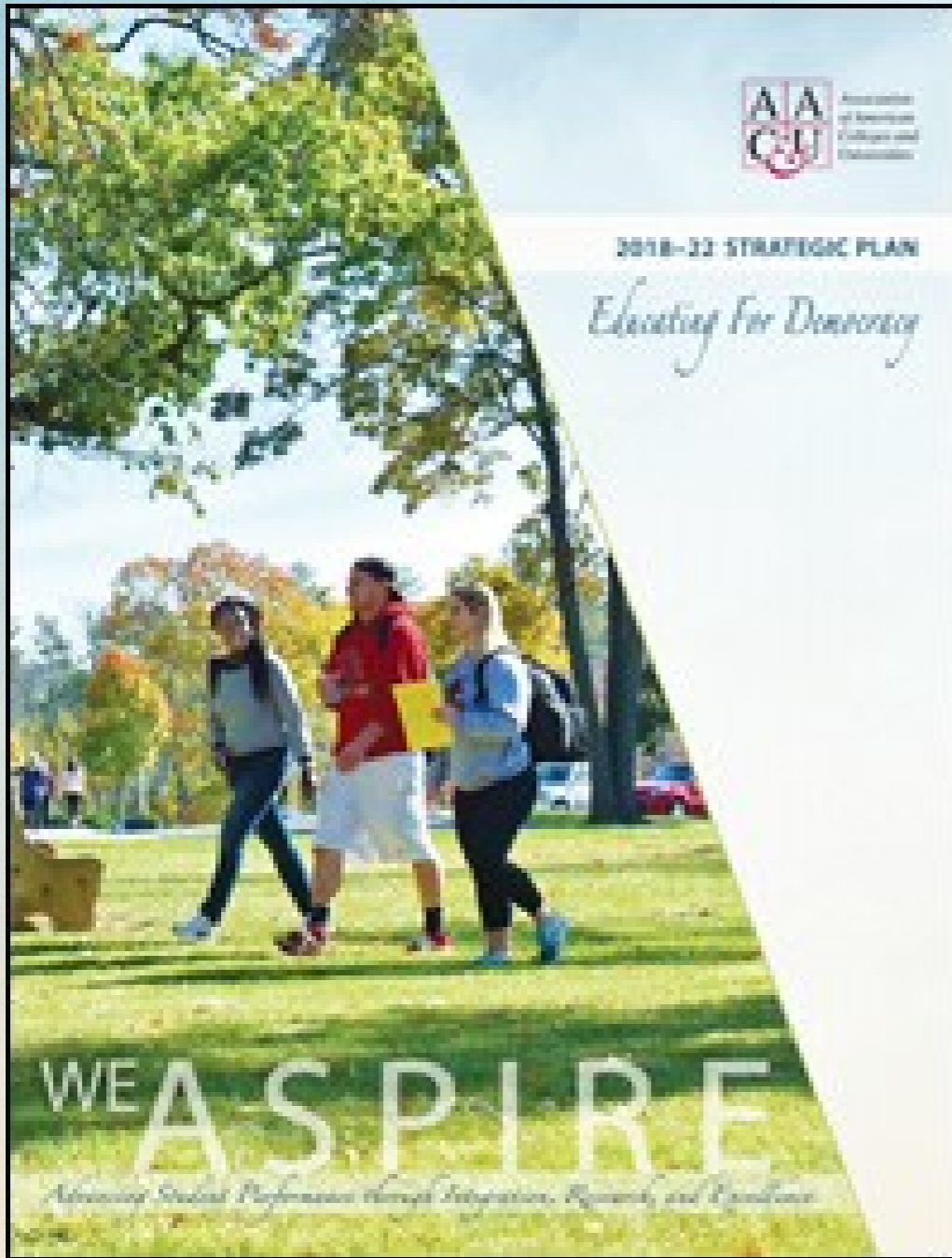
To advance the vitality and public standing of liberal education by making **quality** and **equity** the foundations for **excellence** in undergraduate education in service to democracy.

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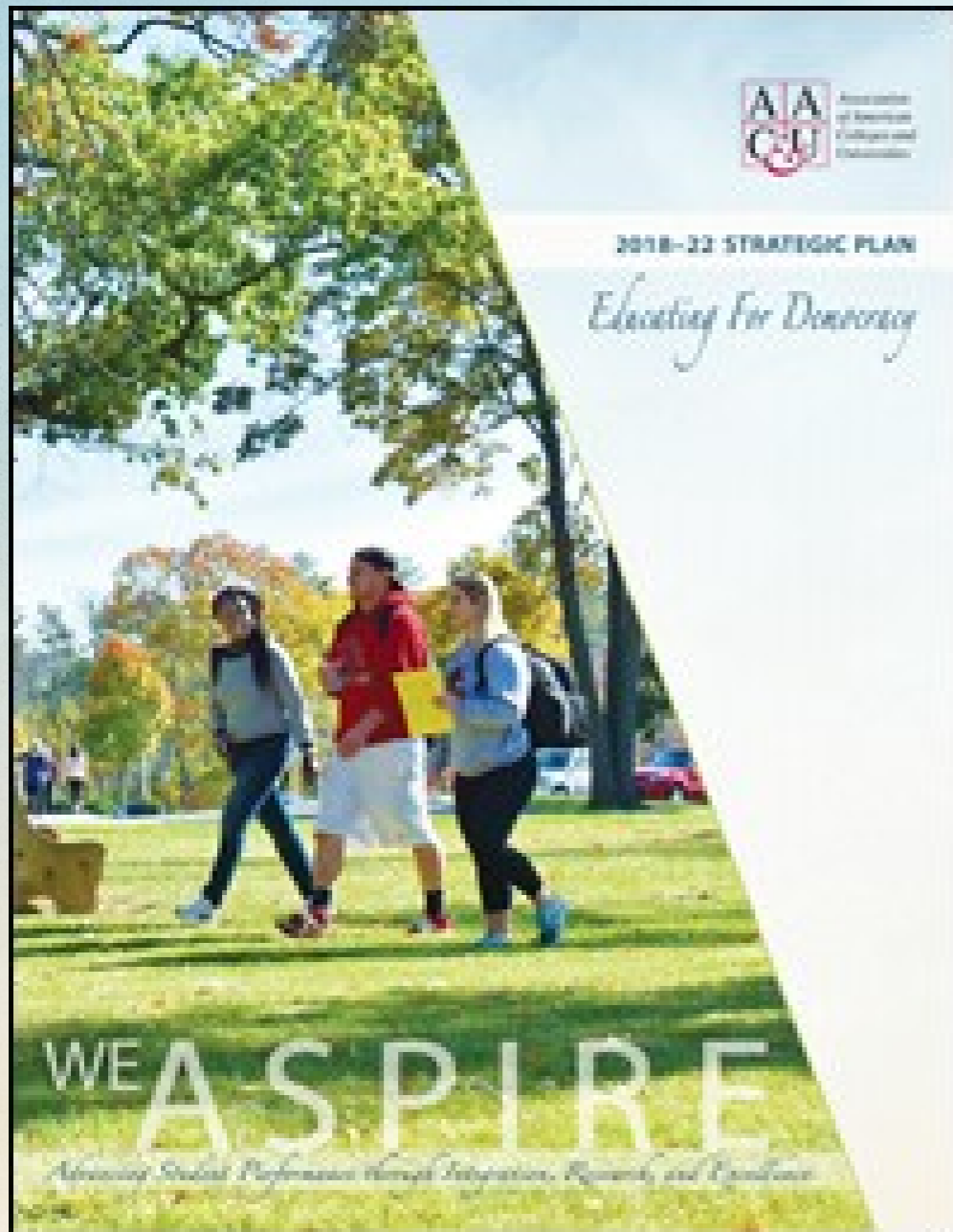
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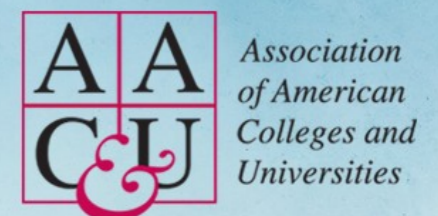
- Champion faculty-engaged, evidence-based, sustainable models and strategies for promoting **quality** in undergraduate education
- Advance **equity** across higher education in service to academic excellence and social justice



- Lead institutions and communities in articulating and demonstrating the **value** of liberal education for work, life, global citizenship, and democracy
- Catalyze reform in higher education to emphasize **discovery and innovation** as fundamental aspects of a liberal education

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Truth, Racial Healing and Transformation Campus Centers

Supported by W. K. Kellogg Foundation and Newman's Own Foundation

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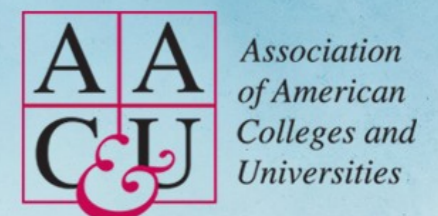


Goals & Objectives of the TRHT Campus Centers

- **Develop and implement a visionary plan**
 - Create a positive narrative about race in the community
 - Promote racial healing activities on campus and in the community
 - Erase structural barriers to equal treatment and opportunity within the economic, legal, educational, and residential components of the community
- **Identify and examine current realities of race relations in their community and the local history that has led to these realities**
- **Envision what their community will look, feel, and be like when the belief in a racial hierarchy has been jettisoned**
- **Pinpoint key leverage points for change, key stakeholders, and others who must be engaged**

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Centers

Austin Community College

Brown University

Duke University

Hamline University

Millsaps College

Rutgers University – Newark

Spelman College

The Citadel, The Military College of South Carolina

University of Hawai'i at Mānoa

University of Maryland Baltimore County

Educating For Democracy



Narrative Change

Entertainment Industry

Journalism & News Media

Digital Media

Publishing

School Curricula

Cultural Institutions

Monuments, Parks

Racial Healing and Relationship Building

Separation

Segregation, Colonization & Concentrated Poverty

Decolonization

Housing

Health

Arts & Culture

Immigration & Migration

Education & Development

Law

Civil, Criminal & Public Policies

Law Enforcement

Safety

Criminal Justice

Juvenile Justice

Civil Justice

Mass Incarceration

Immigration & Migration

Education & Development

Economy

Structured Inequality & Barriers to Opportunity

Employment

Labor

Workforce

Wealth

Immigration & Migration

Education & Development

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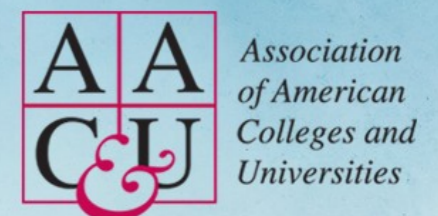
*Restoring to Wholeness:
Racial Healing for Ourselves, Our Relationships and Our Communities*
W. K. Kellogg Foundation, December 2017

“Racial healing recognizes the need to acknowledge and tell the truth about past wrongs created by individual and systemic racism and address the present consequences.”

“It is a process and tool that can facilitate trust and build authentic relationships that bridge divides created by real and perceived differences.”

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*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.”

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Liberal Education and America's Promise (LEAP)

LEAP is a national initiative that champions the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality.

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The LEAP Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World

- **Focused** on engagement with big questions, enduring and contemporary

Intellectual and Practical Skills

- **Practiced** extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility

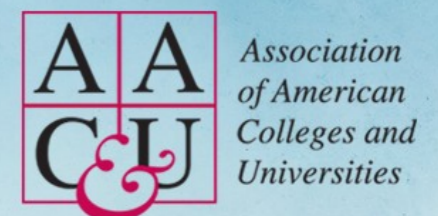
- **Anchored** through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning

- **Demonstrated** through the application of knowledge, skills, and responsibilities to new settings and complex problems

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Essential Learning Outcomes

- Inquiry and Analysis
- Critical and Creative Thinking
- Written and Oral Communication
- Quantitative Literacy
- Information Literacy
- Teamwork and Problem Solving
- Civic Knowledge and Engagement—local and global
- Intercultural Competence
- Ethical Reasoning
- Lifelong Learning

Across general and specialized studies

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Defining Student
Success with a focus
on
Quality *and* Equity

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85%

Of institutions have
a common set of
intended learning
outcomes for all
students

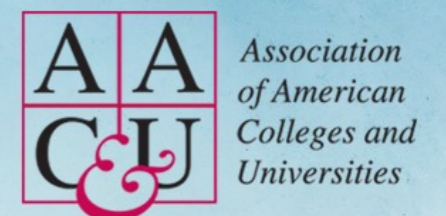
9%

Report that
almost all of their
students
understand those
intended learning
outcomes.

Source: AAC&U Member Survey, 2016 *Recent Trends in General Education Design, Learning Outcomes, and Teaching Approaches* https://www.aacu.org/sites/default/files/files/LEAP/2015_Survey_Report2_GEtrends.pdf

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Fulfilling the American Dream: Liberal Education and the Future of Work

Key findings from surveys of business executives and hiring managers conducted May-June 2018

Conducted on behalf of

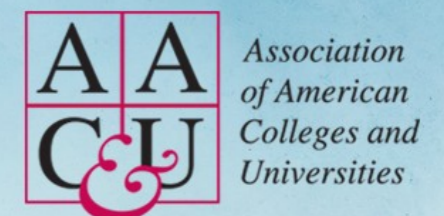


with support from



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Methodology

Parallel online surveys among:



501 business executives

Executives at private sector and nonprofit organizations, including owners, CEOs, presidents, C-suite level executives, vice presidents, and directors



500 hiring managers

Non-executives (directors, managers, supervisors, office administrators) whose current job responsibilities include recruiting, interviewing, and/or hiring new employees

- All respondents were screened to be at companies that have at least 25 employees and report that 25% or more of their new hires hold either an associate's degree from a two-year college or a bachelor's degree from a four-year college.

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Employers' Priorities for College Learning and Sense of Recent Graduates' Preparedness

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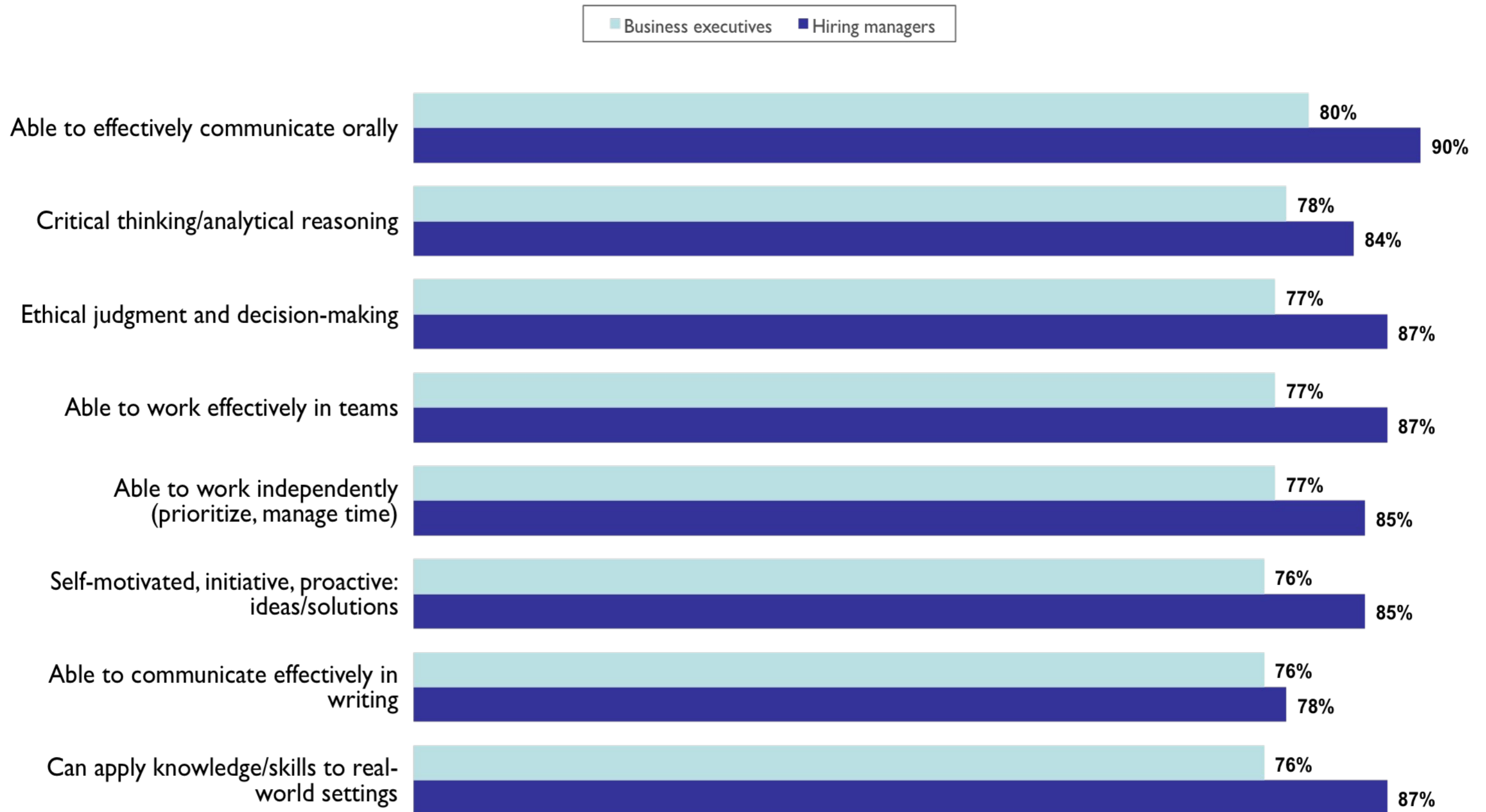
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The learning priorities that executives and hiring managers value most highly cut across majors.

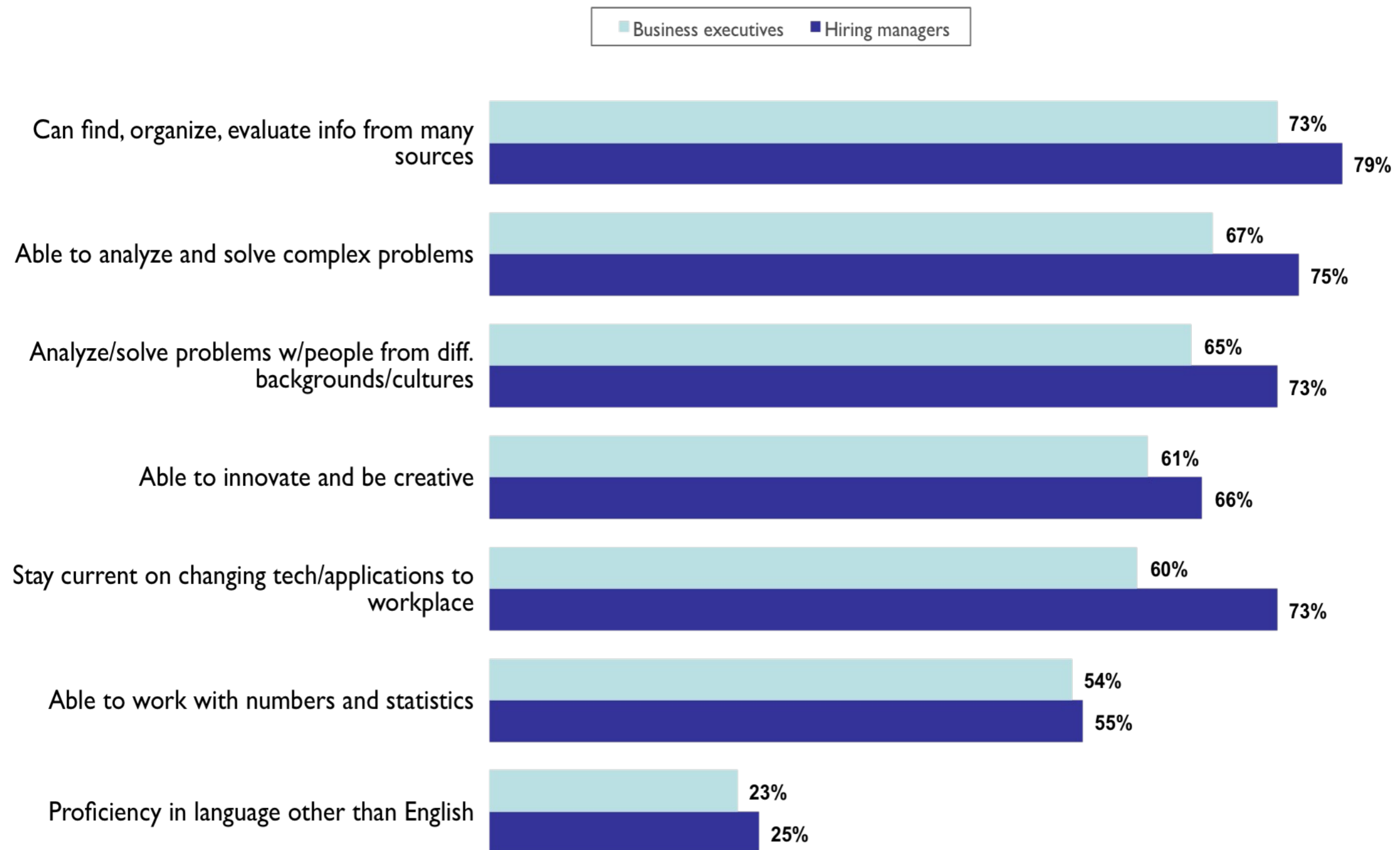
Very Important Skills for Recent College Graduates We Are Hiring*



* 8-10 ratings on a 0-to-10 scale; 15 outcomes tested

Executives and hiring managers rank several other learning outcomes as only slightly less important.

Very Important Skills for Recent College Graduates We Are Hiring*



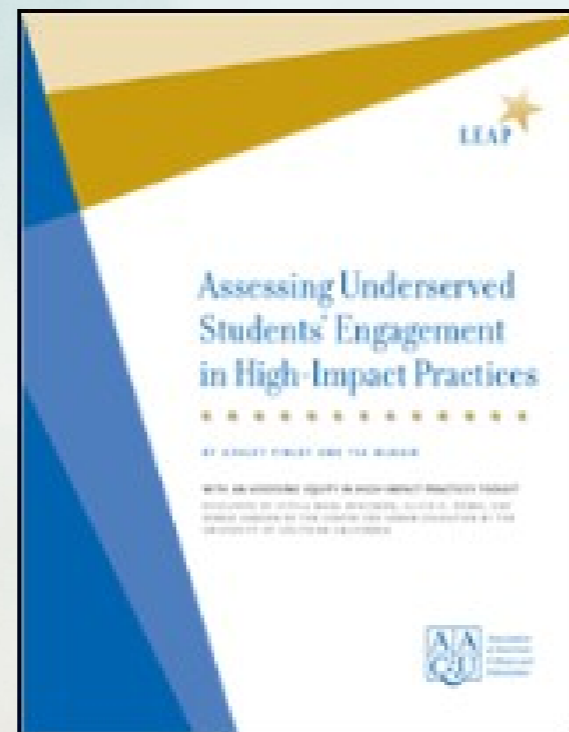
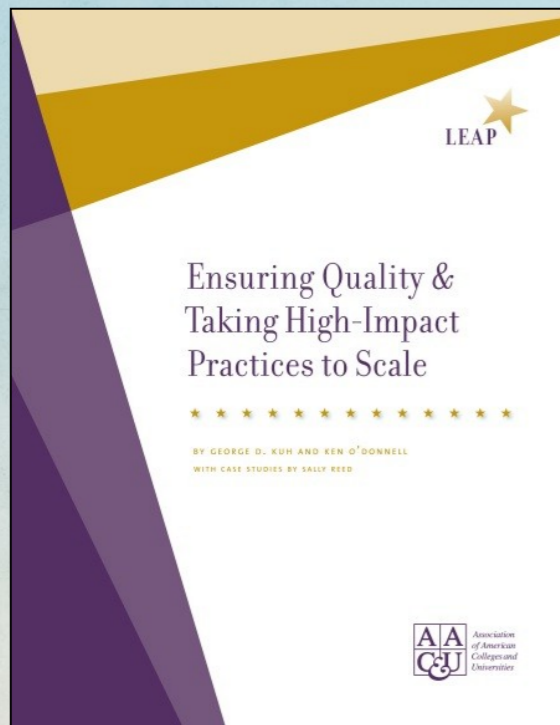
* 8-10 ratings on a 0-to-10 scale; 15 outcomes tested

Executives and hiring managers identify similar gaps in recent graduates' preparedness on key learning outcomes.

Preparedness Gap: % recent grads prepared minus % very important skill to have

	Business executives	Hiring managers
Critical thinking/analytical reasoning	-44	-43
Apply knowledge/skills to real world	-43	-48
Communicate effectively in writing	-43	-33
Self-motivated	-41	-46
Communicate effectively orally	-40	-43
Able to work independently	-39	-43
Able to work effectively in teams	-35	-37
Ethical judgment/decision-making	-34	-40
Able to analyze/solve complex problems	-33	-37
Find, organize, evaluate info: multiple sources	-32	-33
Solve problems w/people of diff. backgrounds/cultures	-29	-30
Able to innovate/be creative	-25	-25
Able to work with numbers/stats	-18	-12
Stay current on changing tech	-8	-16
Proficiency in foreign language	-1	-2

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

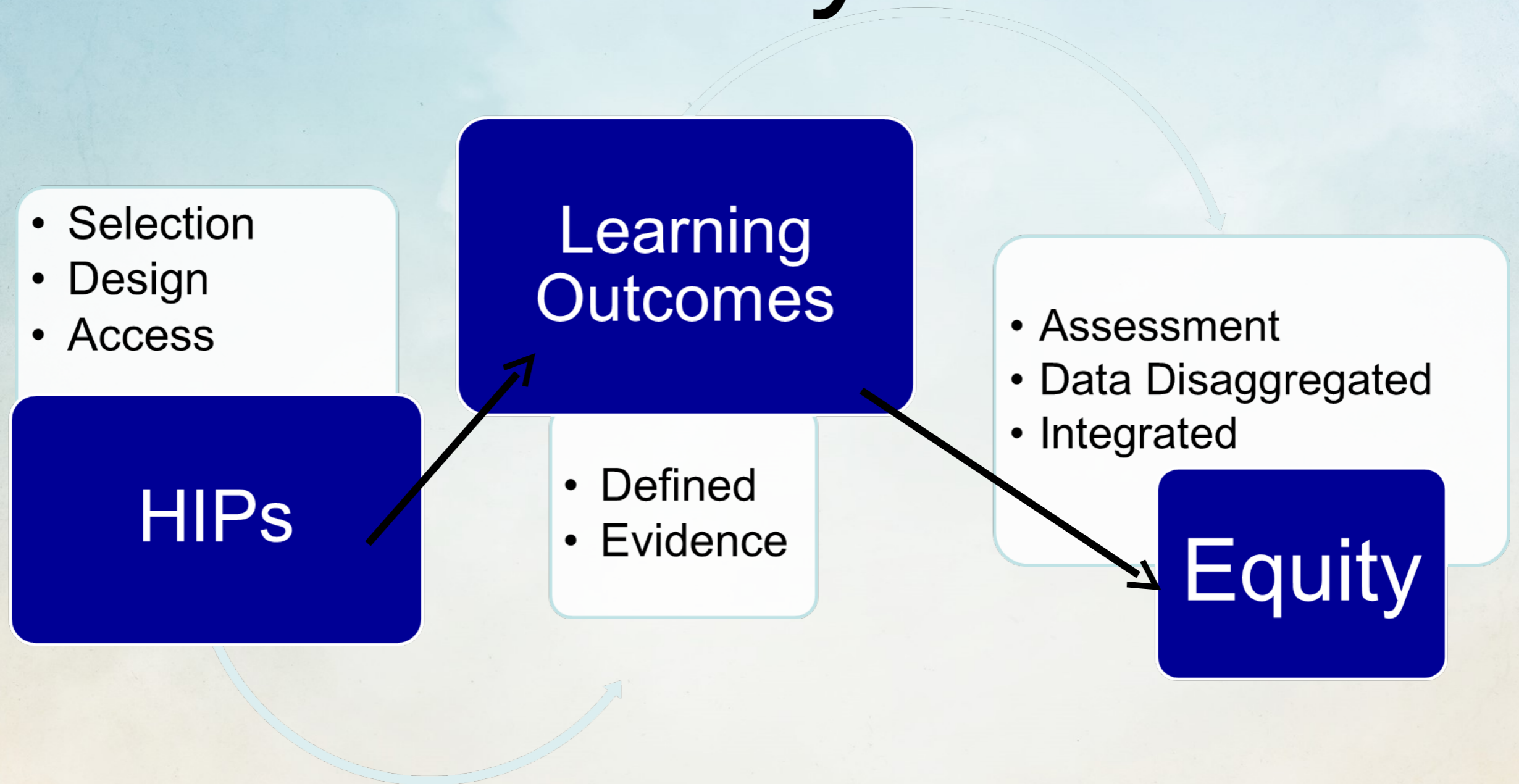


- ★ First-Year Seminars and Experiences
- ★ Common Intellectual Experiences
- ★ Learning Communities
- ★ Writing-Intensive Courses
- ★ Collaborative Assignments & Projects
- ★ Undergraduate Research
- ★ Diversity/Global Learning
- ★ Service Learning, Community-Based Learning
- ★ Internships
- ★ Capstone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

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Intentionality of HIPs



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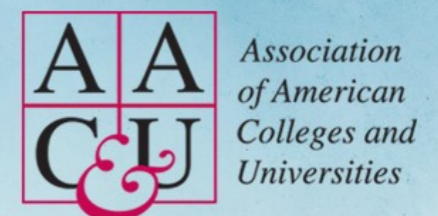
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Ensuring Quality & Taking High-Impact Practices to Scale

“Proportionately fewer first-generation students, black and Hispanic students, and transfer students do research with a faculty member, study abroad, do an internship, or have a culminating senior experience.” (Kuh & O’Donnell, 2013)

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VALUE INSTITUTE

Learning Outcomes Assessment At Its Best

valueinstituteassessment.org

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Institute

- Partnership with Indiana University's Center for Postsecondary Research
- Institutions are invited to participate in the VALUE Institute by collecting samples of student work, uploading the work into the digital repository and having the work scored using the VALUE rubrics by certified VALUE Institute faculty scorers.
- Participating institutions receive data and reports from the tested VALUE nationwide database for benchmarking student learning.

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College-Ready?

Student-Ready?

A Paradigm Shift

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TIA McNAIR · SUSAN ALBERTINE · MICHELLE ASHA COOPER
NICOLE McDONALD · THOMAS MAJOR, JR.

**BECOMING A
STUDENT-
READY** 
COLLEGE

A NEW **CULTURE OF LEADERSHIP**
FOR STUDENT SUCCESS



JOSSEY-BASS
A Wiley Brand

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Guiding Questions

- What would it mean for you to be a student-ready leader?
- What would it mean for you to be a student-ready educator?
- What would you do differently?
- How can campus values support an effort to make the campus ready for students?

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Guiding Questions

- What are strategies for engaging the whole community in this effort to become student-ready?
- How can campus leaders make the case for change based on an urgent, shared, and powerful vision?

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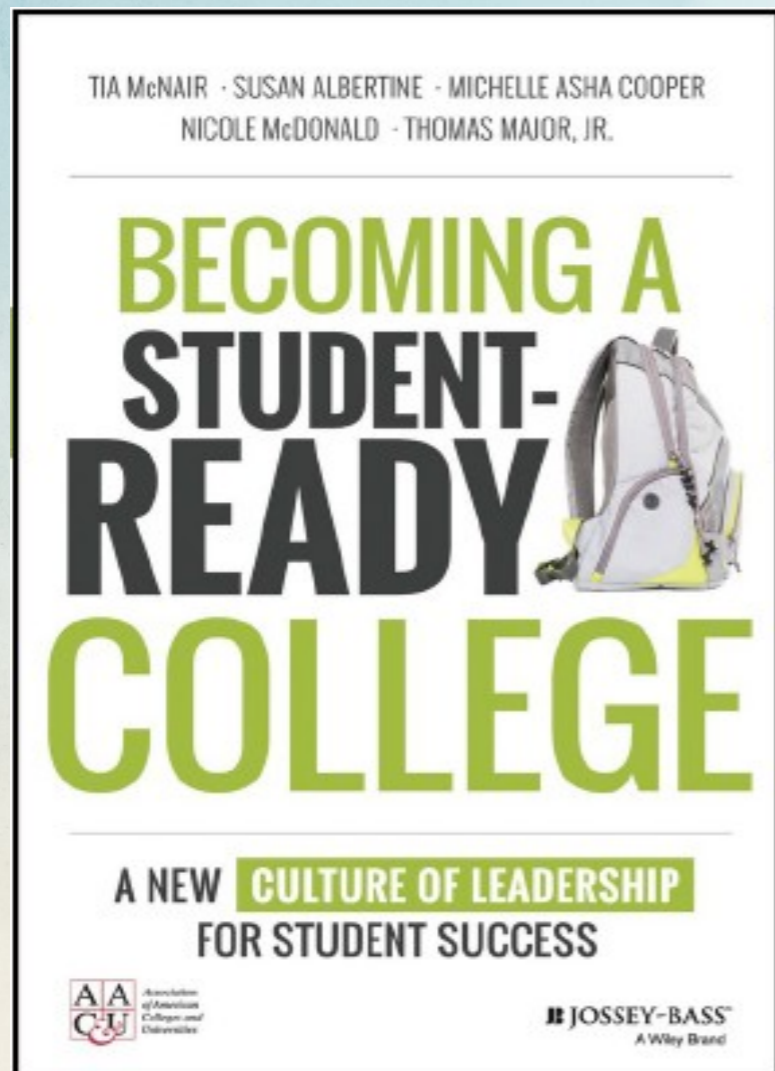
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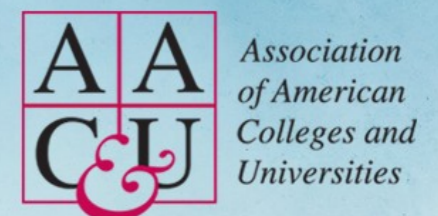
Principle One

All people who work on campus have the capacity to be effective educators.



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Empowerment

Agency

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How do you translate a
commitment to equity and
inclusive excellence into campus
practice?

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Clarity in Language and Goals

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Making Excellence Inclusive

- A vision AND practice
- A focus on the intersections of diversity, inclusion, AND equity
- An **active process**
- A goal of excellence in learning, teaching, student development, institutional functioning, and engagement with communities

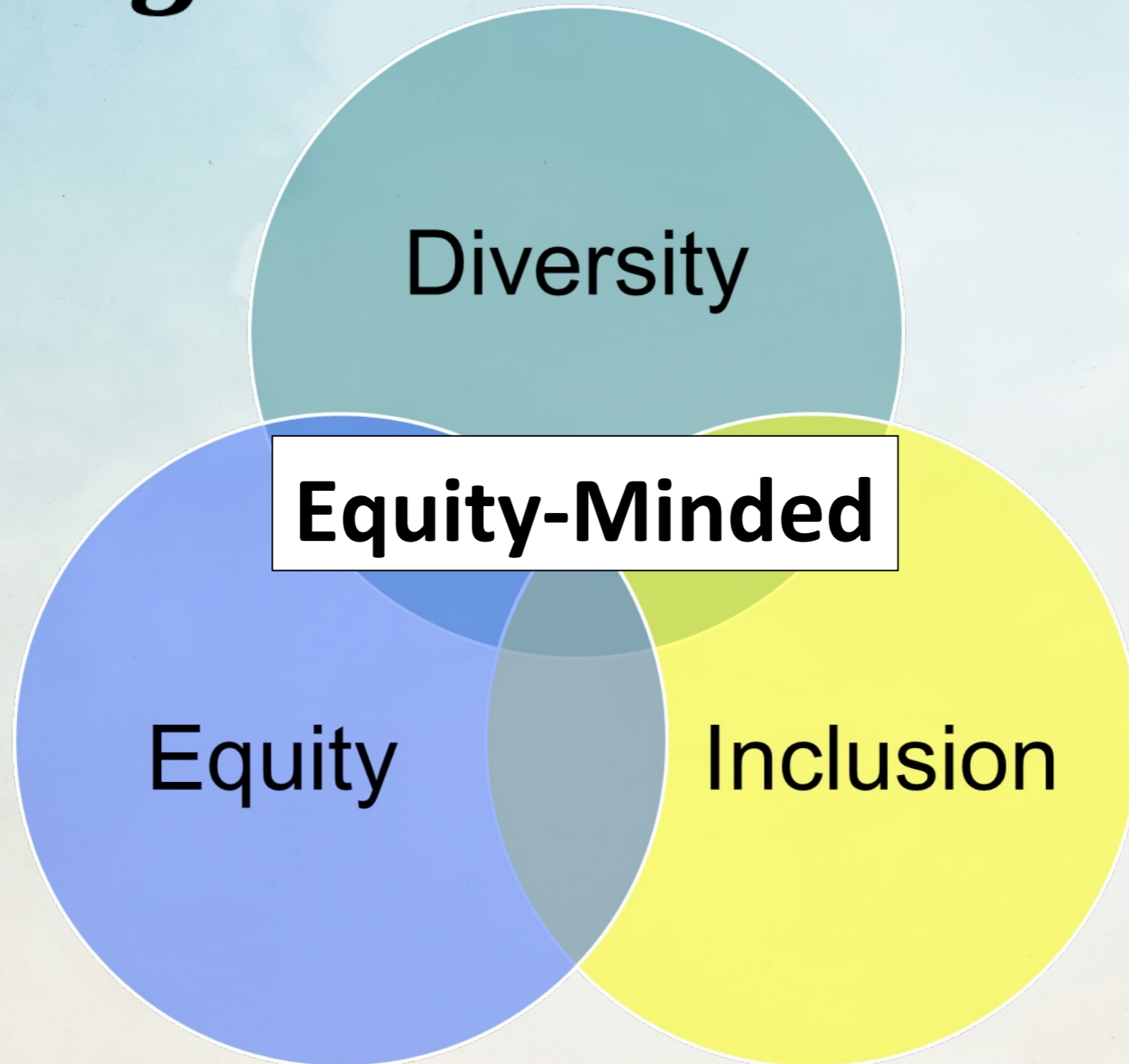
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Making Excellence Inclusive



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America's Unmet Promise

BY Keith Witham, Lindsey E. Malcom-Piqueux, Alicia C. Dowd, & Estela Mara Bensimon

For additional information on “equity-mindedness” see Estela Mara Bensimon, “The Underestimated Significance of Practitioner Knowledge in the Scholarship of Student Success,” *Review of Higher Education* 30, no. 4 (2007): 441-69.

“Being **equity-minded** thus involves being conscious of the ways that higher education—through its practices, policies, expectations, and unspoken rules—places responsibility for student success on the very groups that have experienced marginalization, rather than on individuals and institutions whose responsibility it is to remedy that marginalization.”

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EQUALITY



EQUITY



EQUALITY

EQUITY



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Campus Participants

Anne Arundel Community College (MD)

California State University – Northridge (CA)

Carthage College (WI)*

California State University – Sacramento (CA)

Clark Atlanta University (GA)

Dominican University (IL)

Florida International University (FL)

Governor's State University (IL)

Lansing Community College (MI)

Morgan State University (MD)

North Carolina A&T State University (NC)

Pomona College (CA)

Wilbur Wright College (IL)

Carthage College is supported by Great Lakes Higher Education Corporation & Affiliates.

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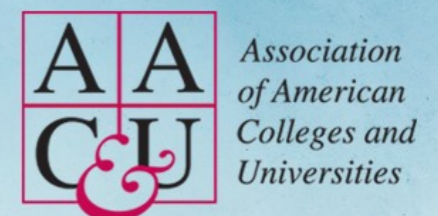
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Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success

- A three-year project launched with support from Strada Education Network (formerly USA Funds) and Great Lakes Higher Education Corporation & Affiliates.
- The project is designed to expand the current research on equity in student achievement and to identify promising evidence-based interventions for improving student learning and success.

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Project Objectives

- Campuses develop defined campus action plans and institutional tracking models to measure:
 - to increase access to and participation in high-impact practices (HIPs)
 - to increased completion, retention, and graduation rates for lower SES, first-generation, adult learners and/or minoritized students

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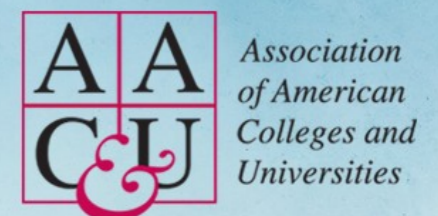
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Project Objectives

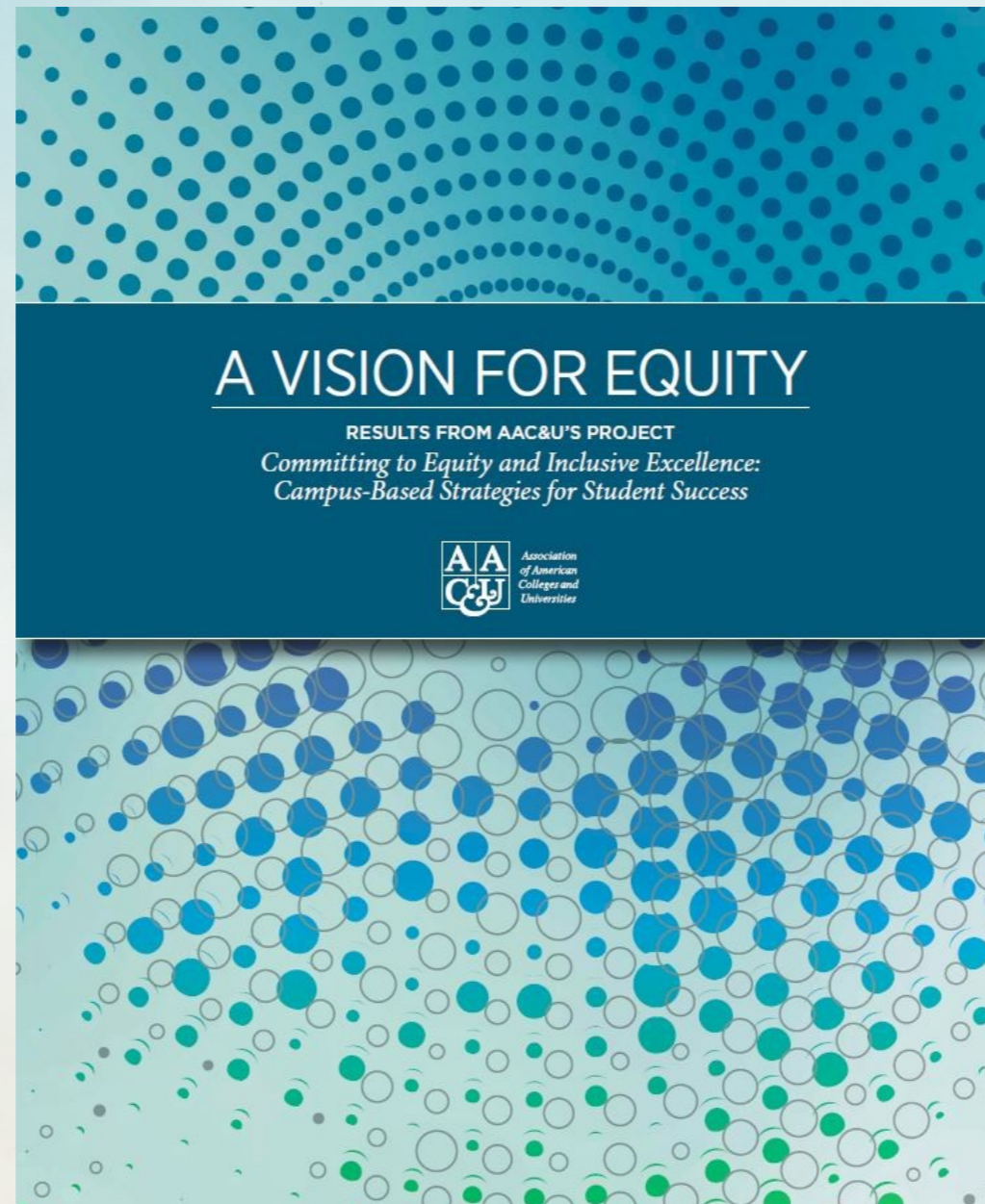
- Campuses develop defined campus action plans and institutional tracking models to measure:
 - to increase achievement of learning outcomes for underserved students using direct assessment measures, including AAC&U's VALUE Rubrics
 - to increase student awareness and understanding of the value of guided learning pathways that incorporate HIPs for workforce preparation and engaged citizenship (i.e. completion with a purpose)

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A Vision For Equity



A VISION FOR EQUITY

RESULTS FROM AAC&U'S PROJECT

*Committing to Equity and Inclusive Excellence:
Campus-Based Strategies for Student Success*



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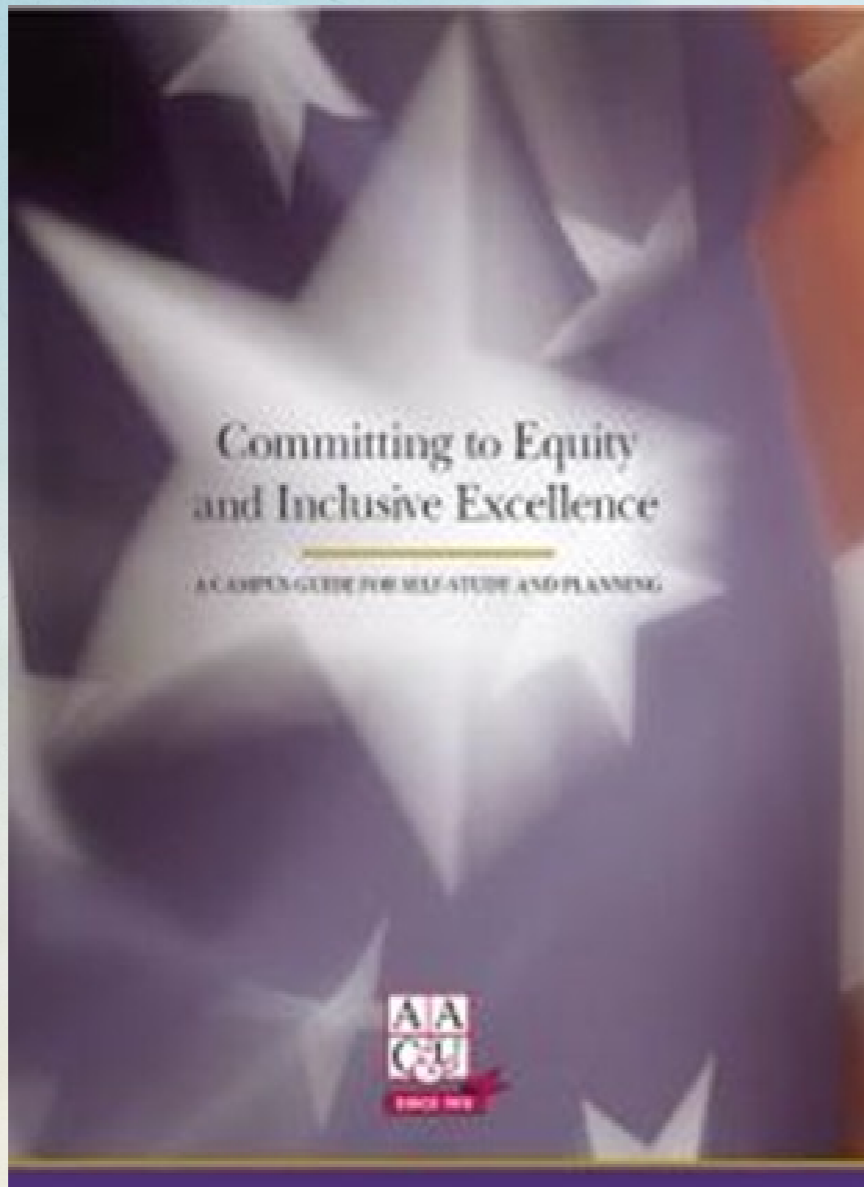
Intentionality by Design

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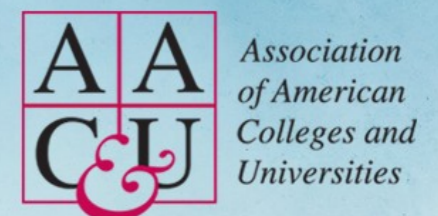


AAC&U's Committing to Equity and Inclusive Excellence: A Campus Guide for Self- Study and Planning

aacu.org

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Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success

- Aligning Strategic Priorities
- Building a Campus Culture of Equity-Mindedness
- Promoting Pathways for Student Success
- Assessing Equity and High-Impact Practices
- Direct Assessment of Student Learning Outcomes
- Providing Faculty and Staff Development
- Sharing and Utilizing Data
- Leveraging Resources

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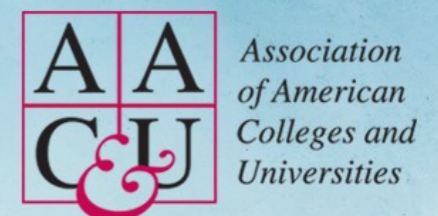
AAC&U WEBINAR

Advancing Diversity and Inclusivity through Multilevel Strategic Leadership

Monday, November 5, 2018
Livestreaming at 12 p.m. ET

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“I am no longer accepting the things I cannot change.
I am changing the things I cannot accept.”

--Angela Y. Davis

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Thank you!

Dr. Tia Brown McNair
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