

*Becoming a
Student-
Ready College:
A New Culture of
Leadership for
Student Success*



Dr. Tia Brown McNair

Vice President for Diversity, Equity
and Student Success and
Executive Director for the Truth,
Racial Healing, and
Transformation Campus Centers

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.



Guiding Questions

What is your role in advancing efforts to become a more student-ready institution?

How do you identify and understand how inequities show up in your efforts to address social mobility?

How do you address the cultural and mindset shifts that need to occur?

How do you hold ourselves accountable for advancing DEI and student-ready efforts?

What are ways for operationalizing your equity and student success values and goals for continuous improvement?

What
We
Know



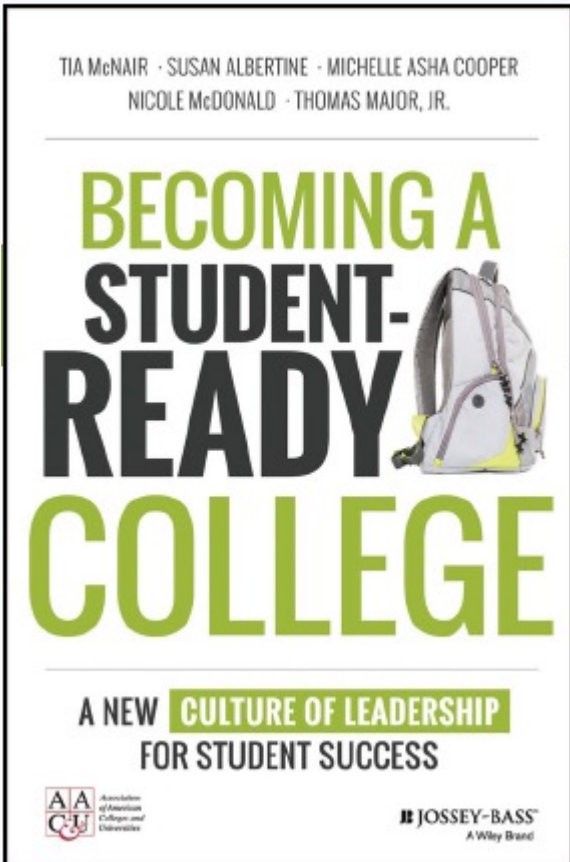
TIA McNAIR · SUSAN ALBERTINE · MICHELLE ASHA COOPER
NICOLE McDONALD · THOMAS MAJOR, JR.

**BECOMING A
STUDENT-
READY** 
COLLEGE

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



JOSSEY-BASS
A Wiley Brand



In Search of the Student-Ready
College

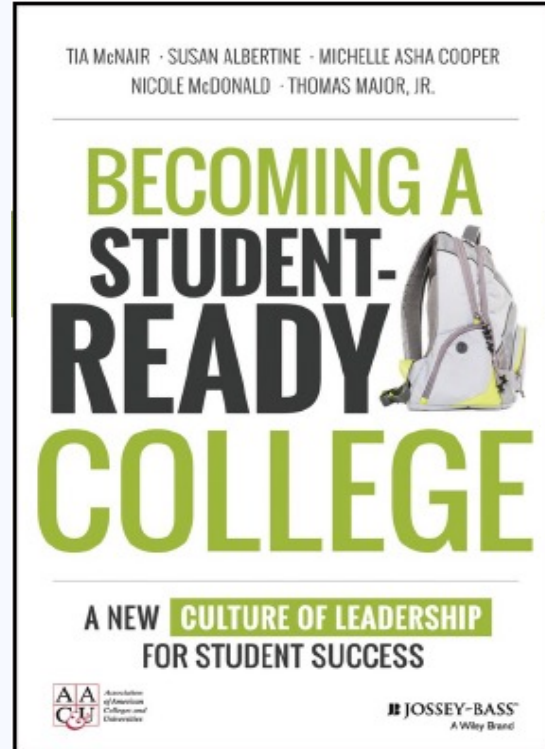
Leadership Values and
Organizational Culture

Making Excellence Inclusive to
Support Student Success

Building Student Readiness
through Effective Partnerships

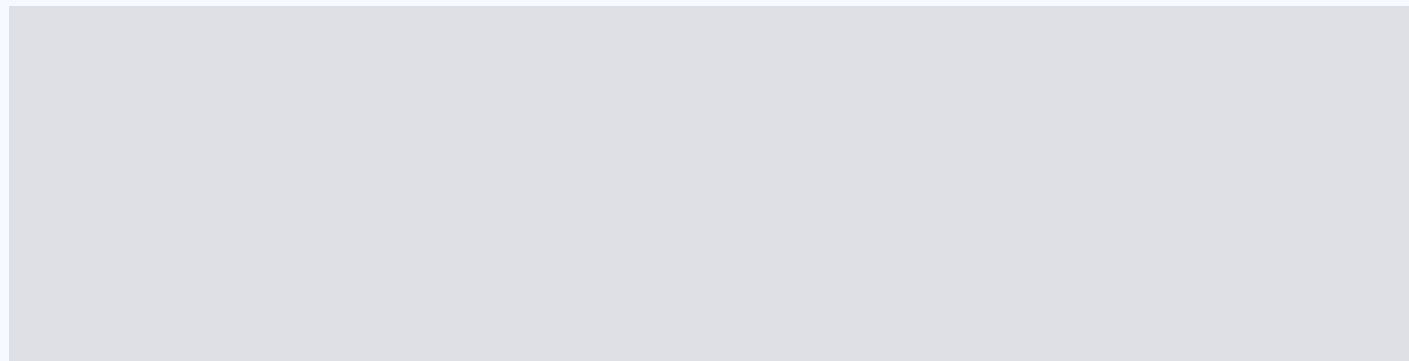
Demonstrating Belief in
Students

Principle One



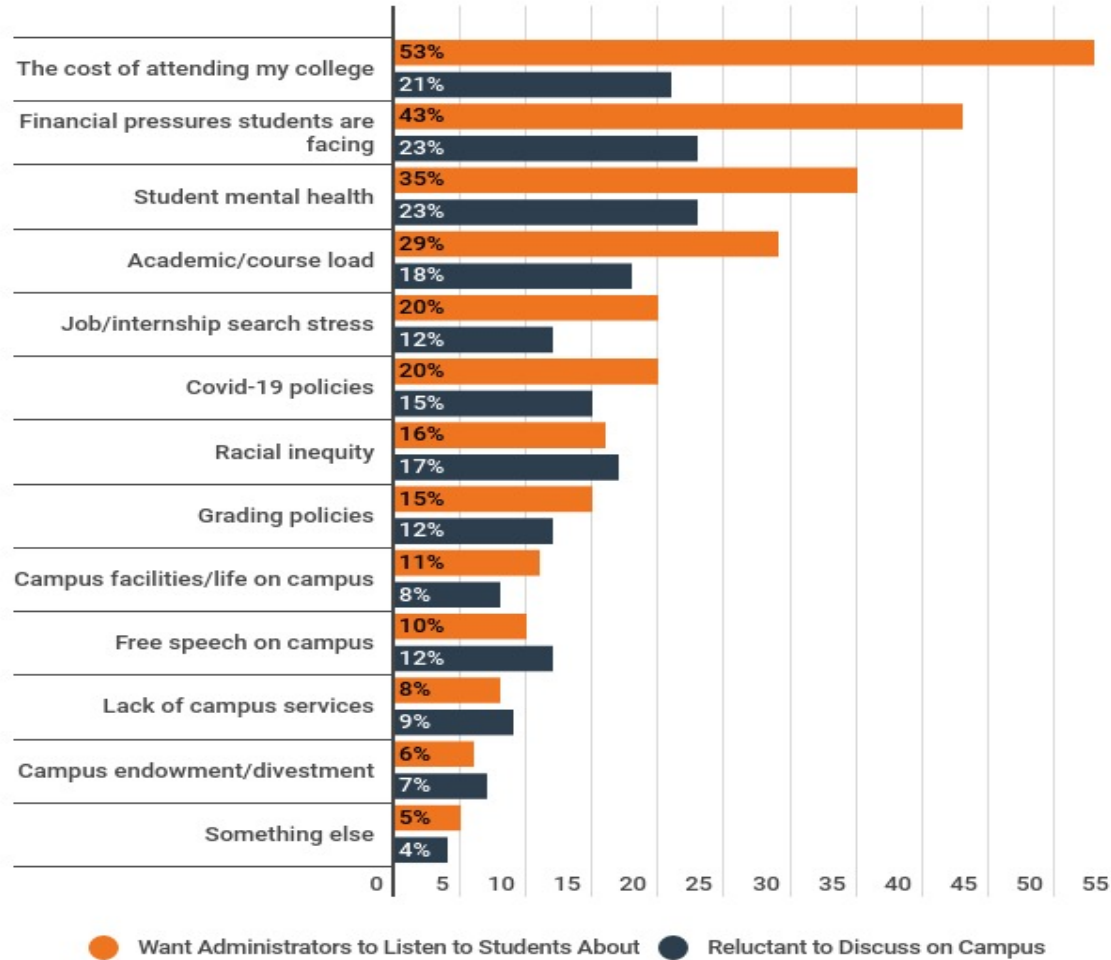
All people who work on campus have the capacity to be effective educators.

Understanding and Responding to the Barriers Students Experience



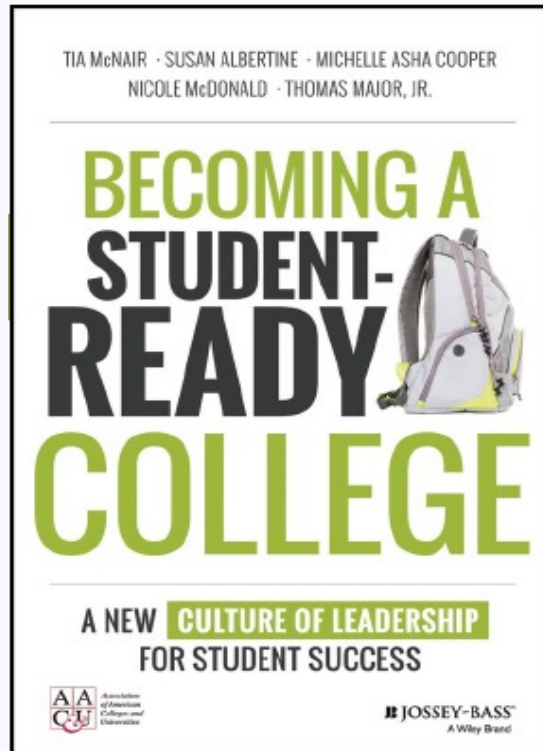
Top Concerns of College Students

What issues students want campus administrators to listen to students about compared to what issues students feel reluctant to discuss on campus



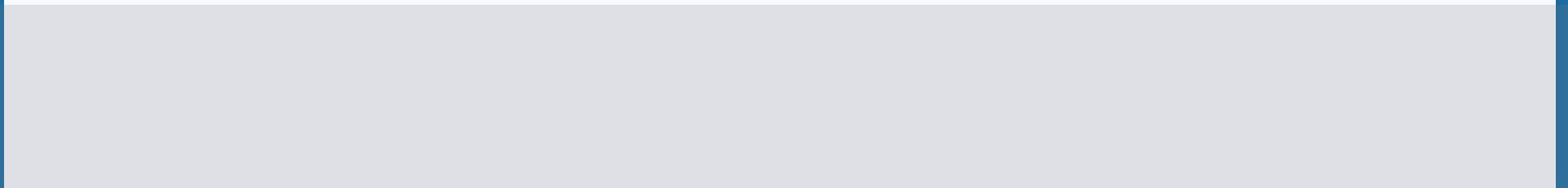
Source: *Inside Higher Ed* / College Pulse survey of 2,000 college students

Student-Ready Principle



All students have the capacity to learn and deserve access to high-quality educational experiences.

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



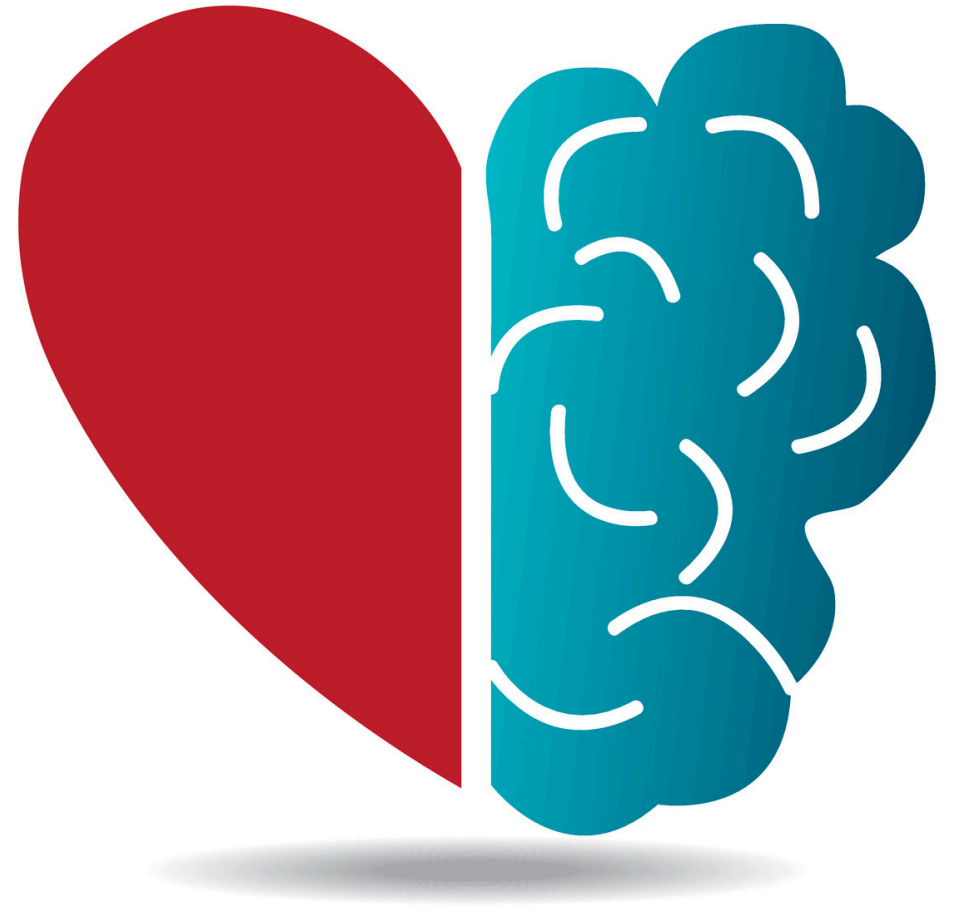
Diverse mix **Industries**



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

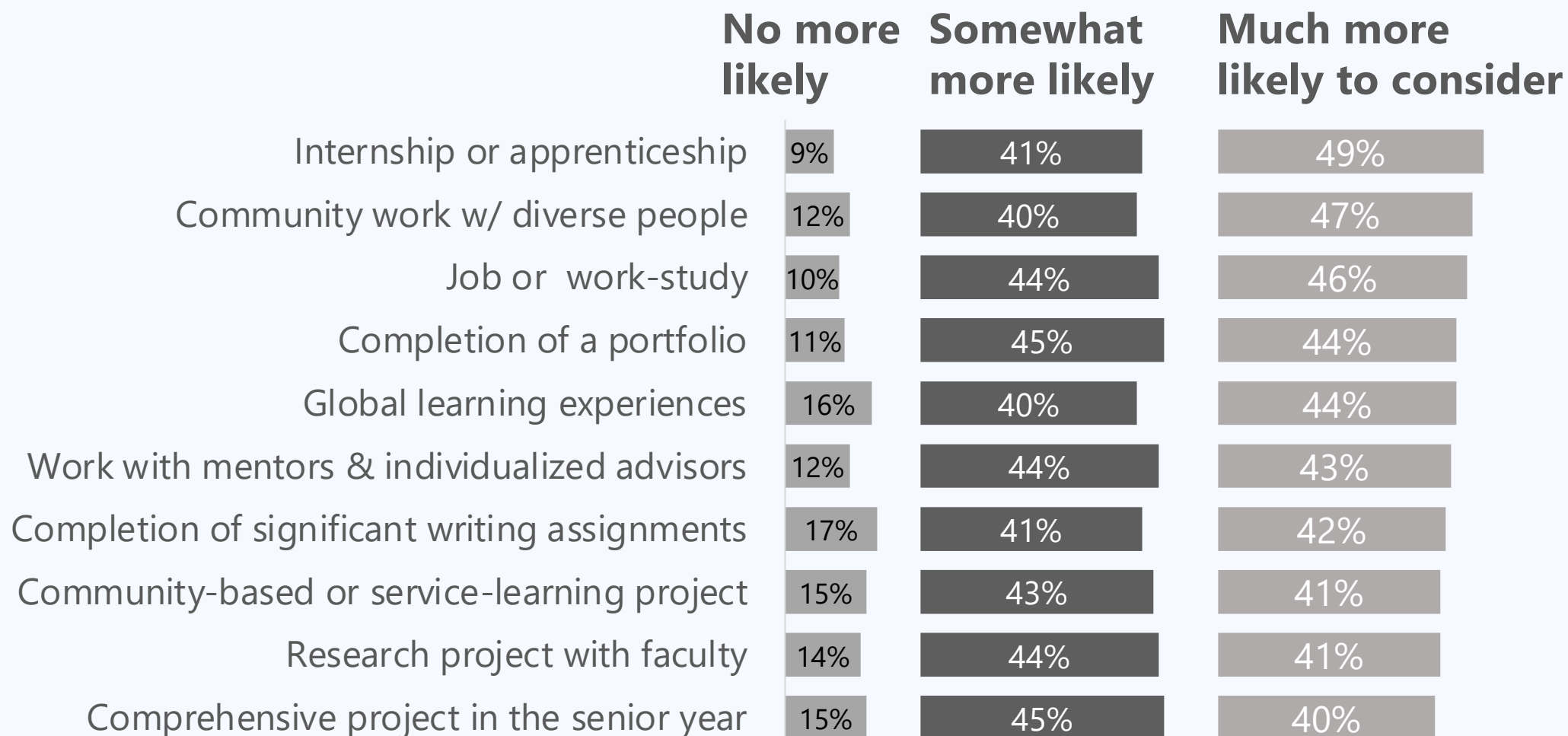


Application of knowledge in real world settings



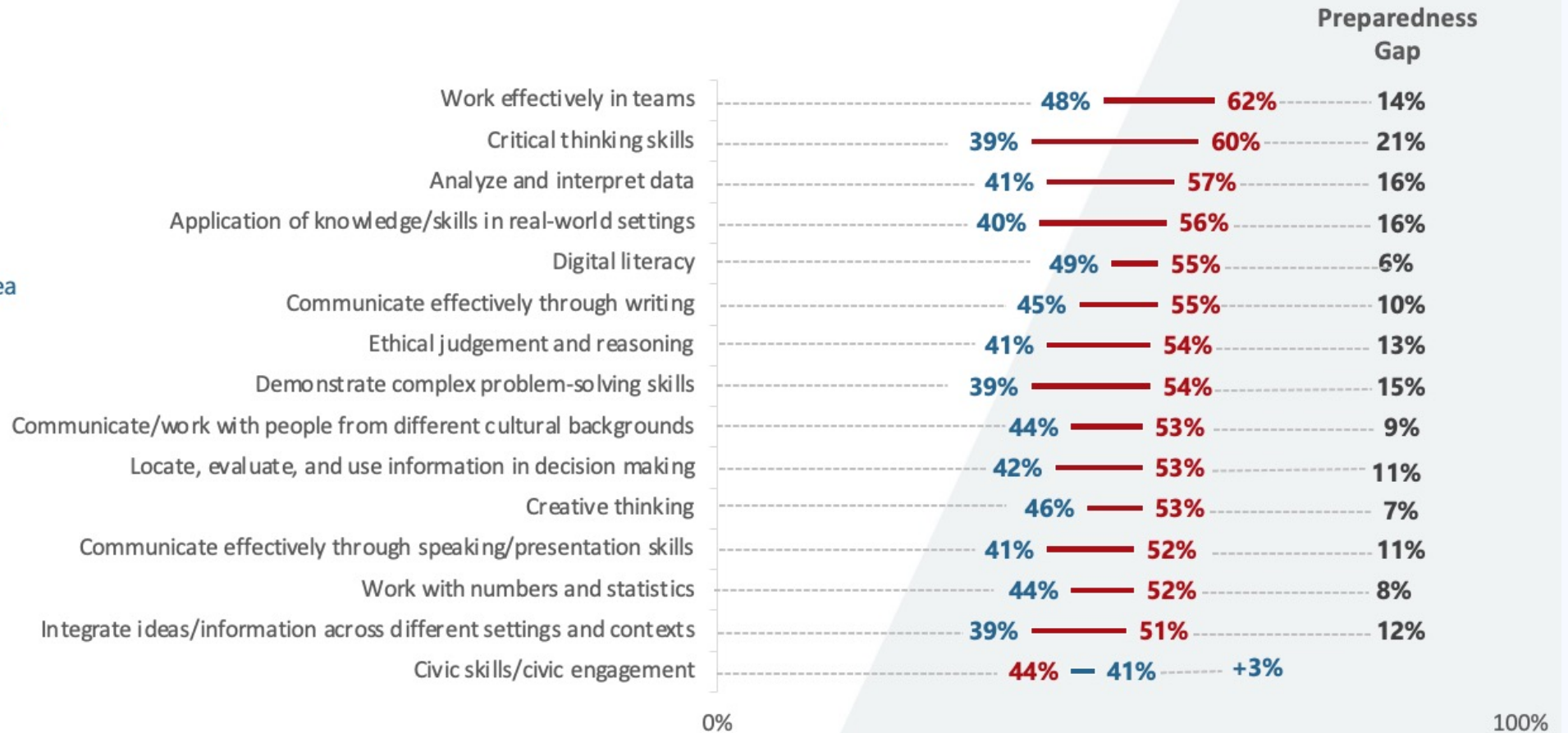
Digital literacy


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



The background features a dark grey rectangular area on the left containing the title text. To the right of this area are two stacked rectangular blocks: a teal one on top and a grey one below it. A light grey horizontal bar spans the width of the page below the dark grey area. Blue vertical bars are positioned at the top and bottom center of the page.

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



Assessing Underserved Students' Engagement in High-Impact Practices



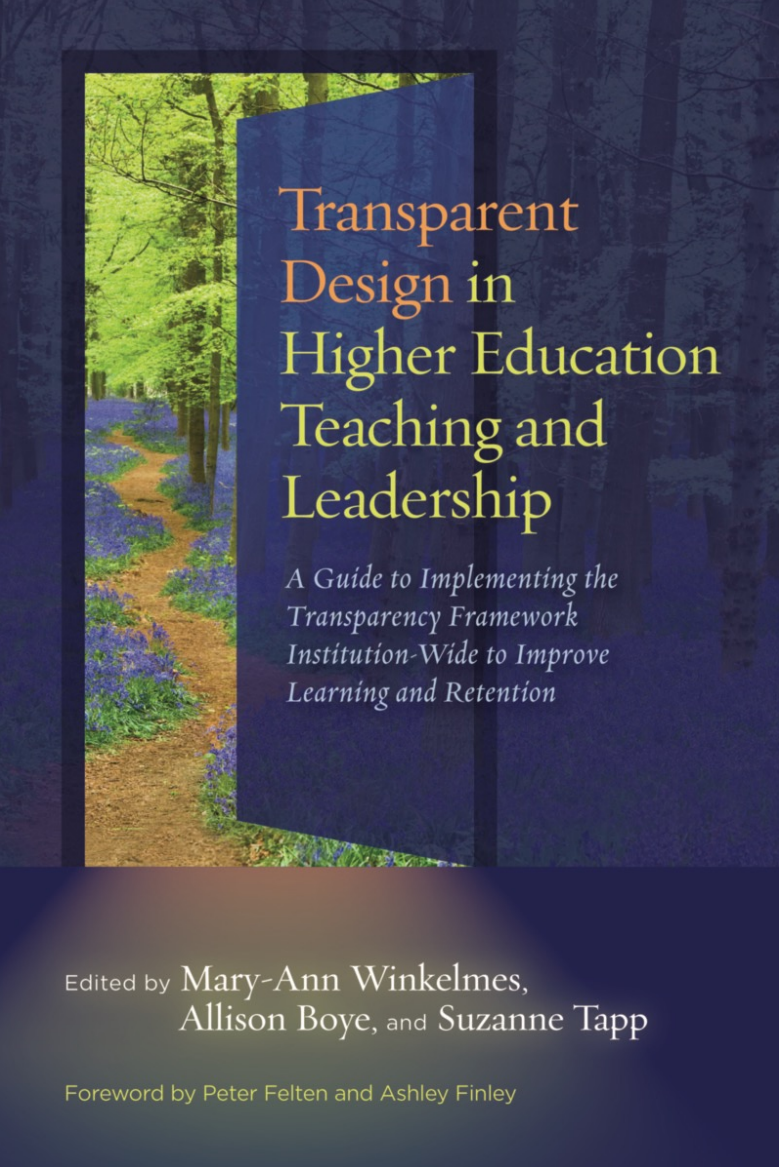
BY ANHLEY FINLEY AND TIA MURKIN

WITH AN ASSESSING EQUITY IN HIGH-IMPACT PRACTICES TOOLKIT
DEVELOPED BY ESTELA WASH BENSIMON, ALICIA C. DEWIL, AND
DENISE HANSON OF THE CENTER FOR URBAN EDUCATION AT THE
UNIVERSITY OF SOUTHERN CALIFORNIA



HIPs: Eight Key Quality Elements

- Performance Expectations Set at Appropriately High Levels
- Significant Investment of Time and Effort by Students Over an Extended Period of Time
- Interactions with Faculty and Peers about Substantive Matters
- Experiences with Diversity
- Frequent, Timely and Constructive Feedback
- Structured Opportunities to reflect and Integrate Learning
- Opportunities to Discover Relevance of Learning Through Real-World Applications
- Public Demonstration of Competence



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

Transparency

Designing a Transparent and Purposeful HIP

- Transparency and Problem-Centered Learning:
- Mary-Ann Winkelmes
- <https://www.youtube.com/watch?v=xqUQhSKmD9U>

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Explanation of issues	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Explanation of issues

Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org




Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

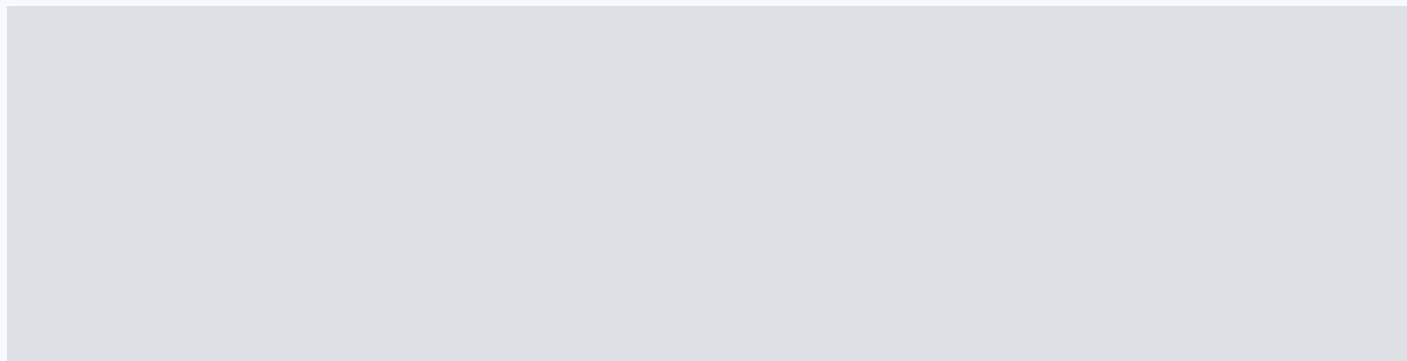
	Capstone 4	Milestones		Benchmark 1
		3	2	
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> Treats team members respectfully by being polite and constructive in communication. Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> Treats team members respectfully by being polite and constructive in communication. Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> Treats team members respectfully by being polite and constructive in communication. Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> Treats team members respectfully by being polite and constructive in communication. Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.



Facilitates the Contributions of Team Members

Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.

Advancing Equity to Achieve Social Mobility



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**



Association
of American
Colleges and
Universities




CENTER for URBAN
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



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

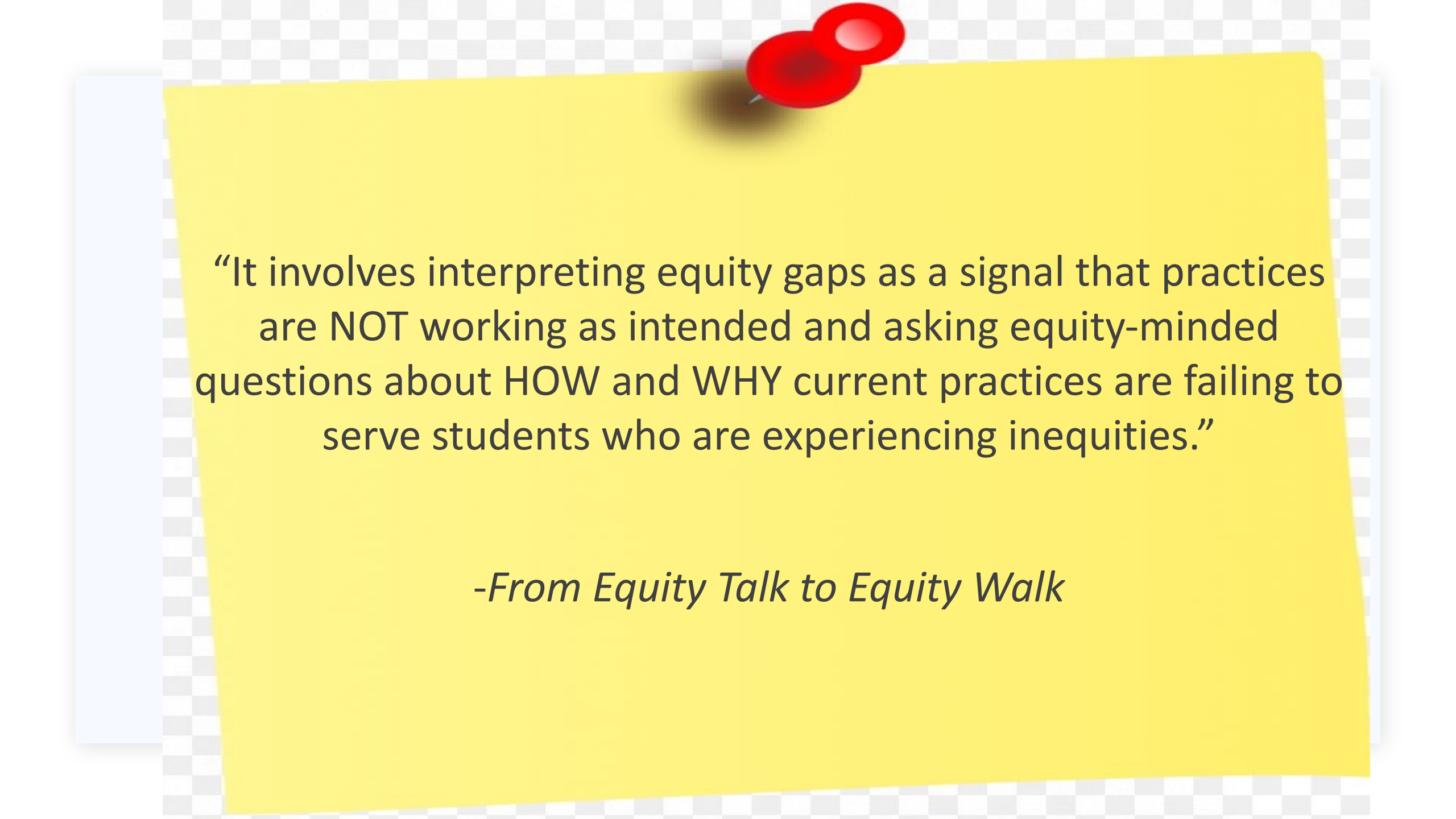
Equally important, however, is the **process** during which practitioners reflect on and make sense of data to inform their actions.”

-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

Guiding Questions

What is your role in advancing efforts to become a more student-ready institution?

How do you identify and understand how inequities show up in your efforts to address social mobility?

How do you address the cultural and mindset shifts that need to occur?

How do you hold ourselves accountable for advancing DEI and student-ready efforts?

What are ways for operationalizing your equity and student success values and goals for continuous improvement?



Thank you!

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Vice President

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Truth, Racial Healing, and Transformation
Campus Centers

mcnair@aacu.org

202-884-0808

@tiabmcnair