FROM EQUITY TALK TO EQUITY WALK: LEADING EQUITY-MINDED SENSE-MAKING

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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

- More than 1,200 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.
How do we accelerate broad-scale innovation and institutional change to advance evidence-based educational strategies that prioritize the creation of equity-minded environments where students can thrive?

How do we examine our own perceptions of equity and develop a new language to advance practitioner knowledge for racial justice in higher education?
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
CLARITY IN LANGUAGE AND GOALS
“ELEVATE ANTI-RACISM AS AN AGENDA THAT HIGHER EDUCATION MUST TAKE ON IF WE ARE EVER TO TRULY BE THE JUST AND GOOD SOCIETY WE IMAGINE OURSELVES TO BE.”

-FROM EQUITY TALK TO EQUITY WALK
“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
From Equity Talk to Equity Walk

Analyzing Data—We Have Equity Gaps…What Now?

• What patterns do you notice in the data?
• Which racial, gender, and/or Pell status groups are experiencing inequities?
• What are your hunches about what might be contributing to the equity gaps?
• What additional data do you want to collect to better understand the gap?
• What equity-minded questions might you pursue with further inquiry?
• What are your equity goals?
THE IMPORTANCE OF DATA “CLOSE TO PRACTICE”
<table>
<thead>
<tr>
<th>Obstacles Blocking the Way towards Racial Equity</th>
<th>Equity-minded Response</th>
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<tbody>
<tr>
<td>Obstacle 1: Claiming not to see race.</td>
<td>Understanding race critically.</td>
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<tr>
<td>Obstacle 2: Not being able or willing to notice racialized consequences.</td>
<td>Self-change in response to racialized consequences.</td>
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<td>Obstacle 3: Skirting around race.</td>
<td>Saying ‘no’ to racially coded language.</td>
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<tr>
<td>Obstacle 4: Resisting calls to disaggregate data by race and ethnicity.</td>
<td>Resisting the use of [the Misbegotten] ‘URM’ ['underrepresented minority'] by disaggregating data.</td>
</tr>
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<td>Obstacle 5: Substituting race talk with poverty talk.</td>
<td>Racial inequality is a consequence of slavery and conquest.</td>
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From McNair, Bensimon, & Malcom-Piqueux (2020), Chapter 2: pp. 18-51
TRUTH, RACIAL HEALING & TRANSFORMATION (TRHT) CAMPUS CENTERS

Preparing the Next Generation of Leaders to Advance Justice and Build Equitable Communities

Supported by Newman’s Own Foundation, W.K. Kellogg Foundation, and The Papa John’s Foundation
WHAT WILL OUR COMMUNITIES LOOK, FEEL, AND BE LIKE WHEN THE BELIEF IN A RACIAL HIERARCHY NO LONGER EXISTS?
“TRHT aims to jettison the false belief in a hierarchy of human value and replace that archaic notion with a reverence and appreciation for the equal and interconnected nature of the human family."
TRHT CAMPUS CENTERS

Adelphi University (NY)
Agnes Scott College (GA)
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Big Sandy Community and Technical College (KY)
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Marywood University (PA)
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TRHT CAMPUS CENTERS

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Rutgers University—Newark (NJ)
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University of Arkansas—Fayetteville (AR)
University of California, Irvine (CA)
University of Cincinnati (OH)
University of Hawai’i at Mānoa (HI)
University of Maryland Baltimore County (MD)
The Charlotte Racial Justice Consortium (University of North Carolina Charlotte, Johnson C. Smith University, and Queens University of Charlotte) (NC)
Narrative Change

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
“Before you can transform systems and structures, you must do the people work first.”
We Hold These Truths
Dismantling Racial Hierarchies, Building Equitable Communities
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With a foreword by Lynn Pasquarella
THANK YOU!

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