

# Liberal Education & America's Promise



EXCELLENCE FOR EVERYONE AS A NATION GOES TO COLLEGE

***Making Excellence Inclusive for All Students:  
The “Real” v. the “Ideal”***

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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 1,400 institutional members – half public/half private, two year, four-year, research universities, state systems, liberal arts, international



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# ***About AAC&U***

- A network of over 50,000 faculty members, academic leaders, presidents and others working for educational reform
- A meeting ground for all parts of higher education – about our shared responsibilities to students and society



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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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**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](https://www.aacu.org/sites/default/files/files/LEAP/2015_Survey_Report2_GEtrends.pdf)



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# *Critical Questions*

- How do you translate a commitment to diversity, equity, and inclusive excellence into campus practice?
- How can we build institutional capacity for educators to ask and respond to questions about diversity, equity, and inclusion that can lead to campus action?



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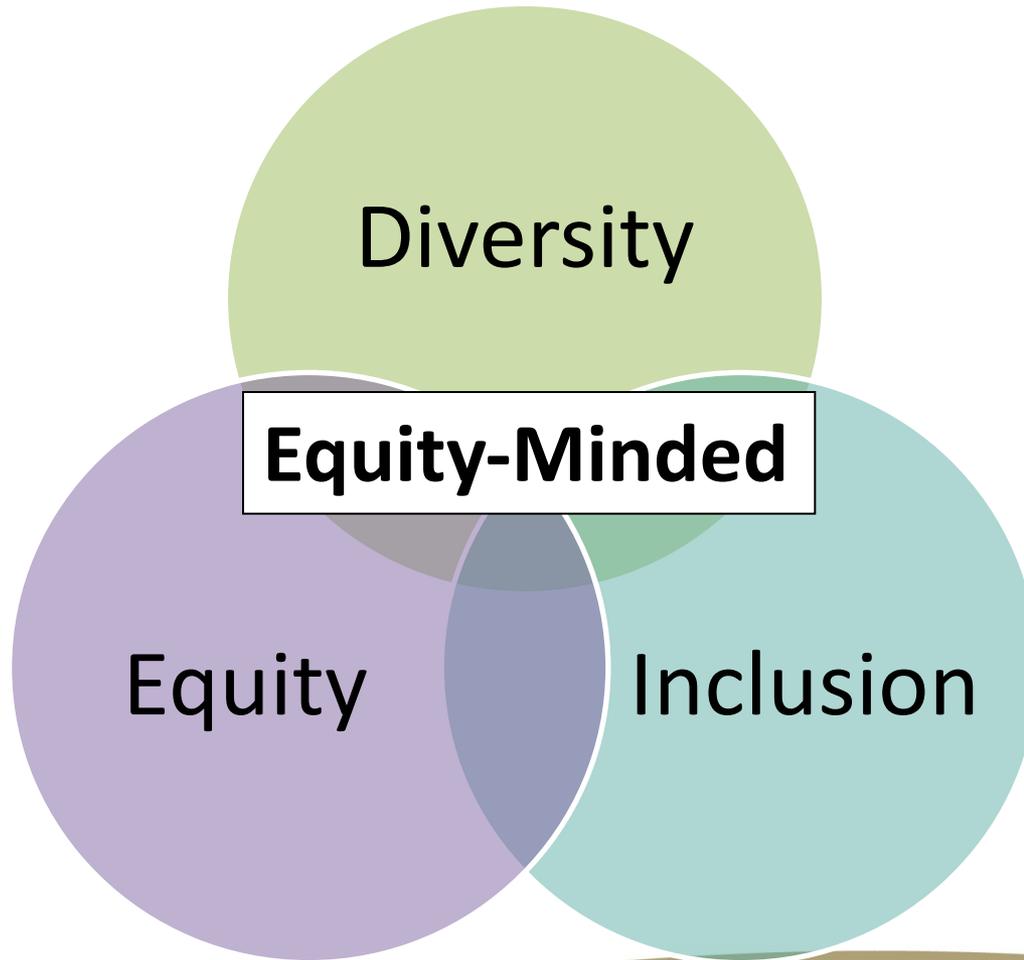
# ***Making Excellence Inclusive***

- 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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# *The Inconvenient Truths*



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We must examine “the ‘real’ versus the ‘ideal’ view of campus environments and the inconvenient truths that these views are often dissimilar.”

Dey, Eric. Another Inconvenient Truth: Capturing Campus Climate and Its Consequences, *Diversity & Democracy*, AAC&U, Winter 2009, Vol. 12, No. 1



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We must engage in vigorous dialogue about the gaps between *aspiration* and *reality* in order to create “enhanced opportunities for students to cultivate a commitment to excellence and integrity, to engage across differences on and off campus, and to develop moral discernment and action on their public and private lives.”

Dey, Eric. Another Inconvenient Truth: Capturing Campus Climate and Its Consequences, *Diversity & Democracy*, AAC&U, Winter 2009, Vol. 12, No. 1



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# What are strategies for helping campuses investigate how their climates can impede or facilitate student learning?

Dey, Eric. Another Inconvenient Truth: Capturing Campus Climate and Its Consequences, *Diversity & Democracy*, AAC&U, Winter 2009, Vol. 12, No. 1



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# *Guiding Questions*

In “the fierce urgency of now,” what are the “inconvenient truths” we must be willing to name and to address for...

- Our Students?
- Our Faculty?
- Our Staff?
- About our institutional culture and environment?



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# *Equality in Education?*



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# *Equity in Education?*



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*How does your campus define...*

**Equity?**

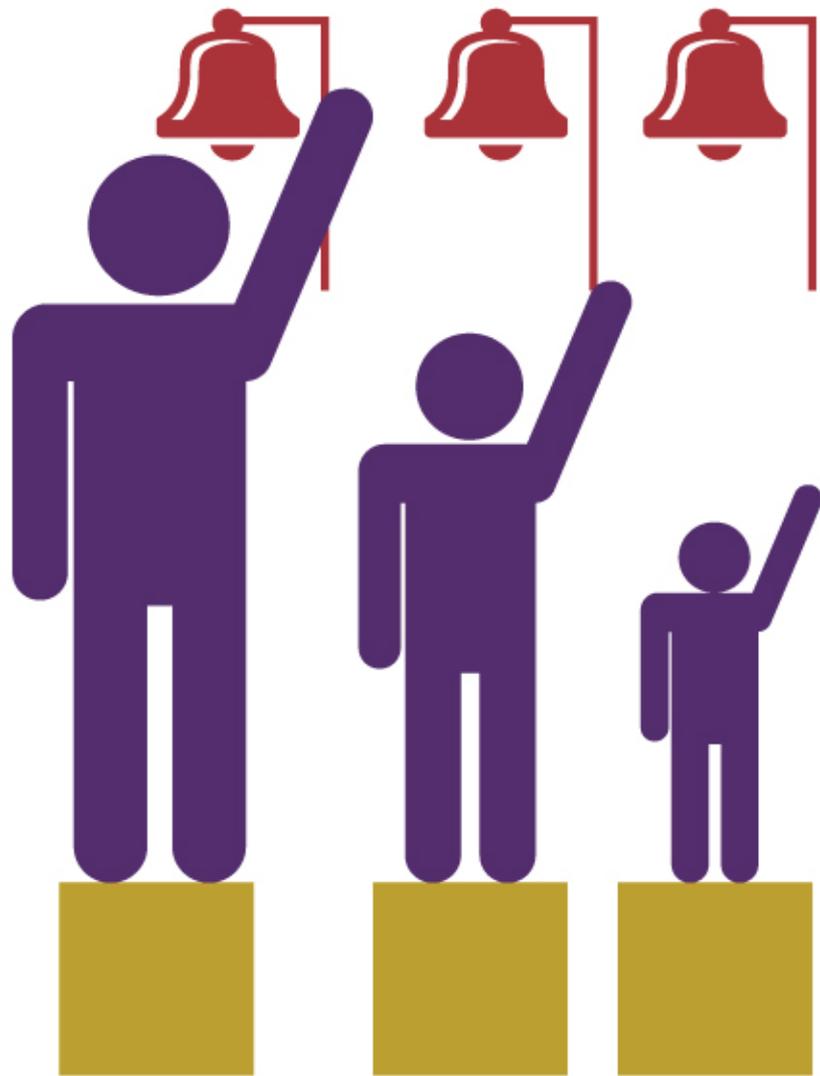
**Diversity?**

**Inclusion?**

**Inclusive excellence?**



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**EQUALITY**



**EQUITY**



**EQUALITY**

**EQUITY**

“The paradox of privilege is that it shields us from fully experiencing or acknowledging inequality, even while giving us more power to do something about it.”

Darren Walker

President, Ford Foundation

*From Ignorance is the enemy within: On the power of our privilege, and the privilege of our power*



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# Guiding Question for Discussion

**Does the paradox of equality  
hinder our efforts to disrupt  
inequities in education?**



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# *Intentionality*



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***Bringing Equity and Quality Learning  
Together: Institutional Priorities for Tracking  
and  
Advancing Underserved Students' Success***

*Key findings from a survey among 325 Chief Academic Officers or designated representatives  
at AAC&U member institutions, conducted July 15 to October 13, 2015,  
by Hart Research Associates for the Association of American Colleges and Universities*



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# *Examining Equity?*

**31%** of institutions disaggregate data on participation in HIPs by race/ethnicity, SES and/or parents' education

**17%** of institutions disaggregate data on achievement of learning outcomes by race/ethnicity, SES and/or parents' education

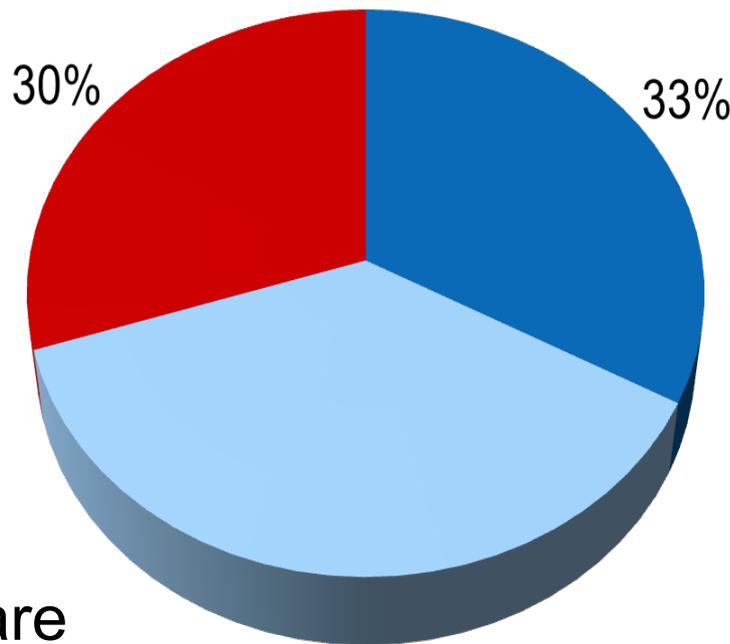
# *Examining Equity?*

**32%** of institutions disaggregate data on credits/course completion milestones by race/ethnicity, SES and/or parents' education

**32%** of institutions disaggregate data on completion of remedial courses by race/ethnicity, SES and/or parents' education

***Does your institution have specific, explicit equity goals that are aimed at building new opportunities for high-impact learning for first-generation students, low-income students, and/or students of color?***

Do not have  
and do not  
have plans to  
develop



Have equity goals

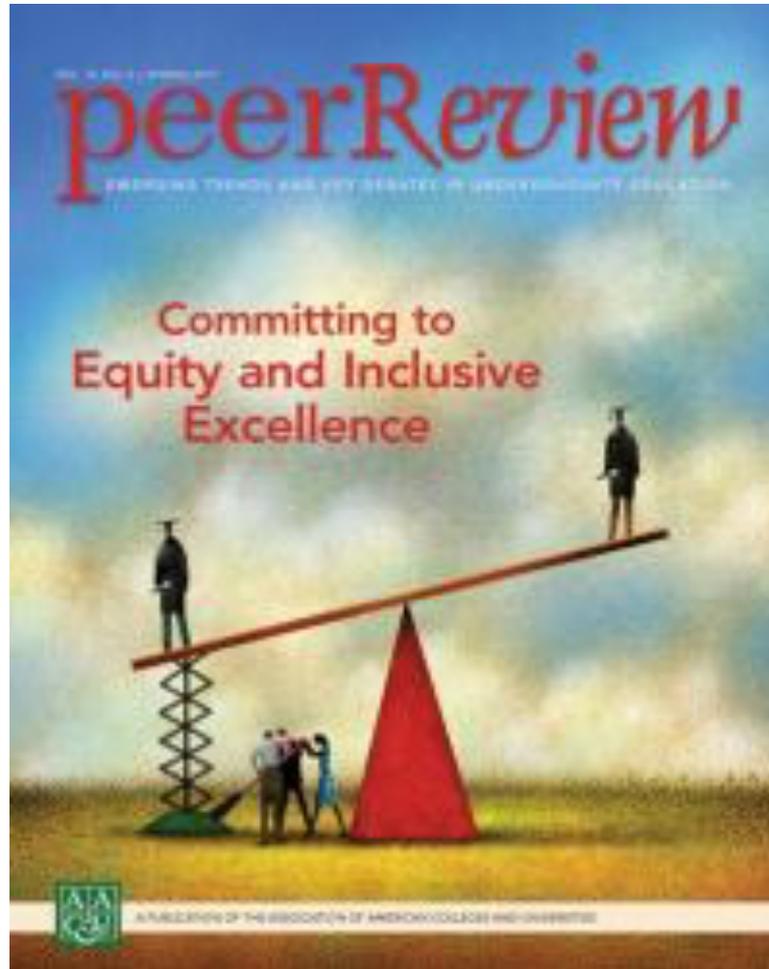
Do not have but are  
planning to develop  
equity goals

# New Insights

- "they aren't going to go to that much trouble"
- family has huge impact on whether they do or not
- there were mul...  
condo that bor...  
conveyor belts...  
to... here

star  
O: owner  
V: ed  
verb  
O: to do  
Outcome  
Recy

# ON SOLID GROUND / VALUE REPORT 2017



LEAP 



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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 builds on AAC&U's Centennial focus on equity, quality and inclusive excellence.



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

- 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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# *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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# *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 low-income, first-generation, adult learners and/or minority students

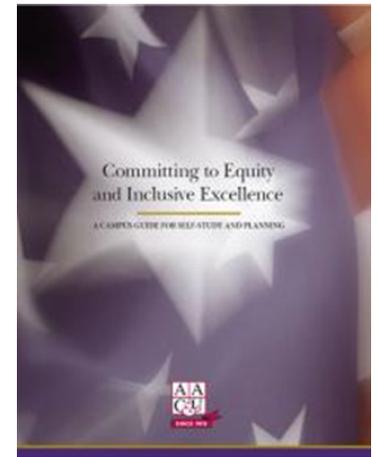
# *Project Objectives*

- 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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***Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study Guide and Planning (AAC&U, 2015)***

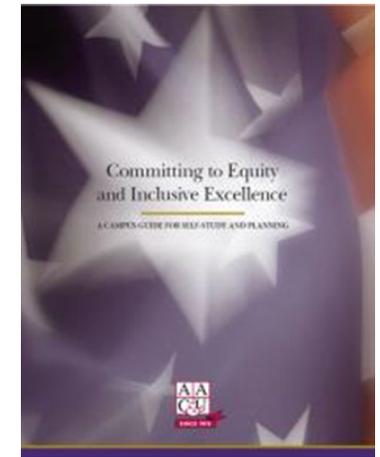


Knowing who you students are and will be



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***Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study Guide and Planning (AAC&U, 2015)***



Committing to frank, hard dialogues about the climate for underserved students on your campus, with the goal of effecting a paradigm shift in language and actions



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# *TRHT Campus Centers*

- A multi-year initiative to educate, prepare, and inspire the next generation of leaders
  - to advance justice and build equitable communities;
  - to create positive narratives about race;
  - to identify and examine current realities about race relations in communities;
  - to envision communities without entrenched racial hierarchies; and
  - to pinpoint levers for change.



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# *Truth, Racial Healing and Transformation (TRHT) Campus Centers*

- Austin Community College (TX)
- Brown University (RI)
- Duke University (NC)
- Hamline University (MN)
- Millsaps College (MS)
- Rutgers University—Newark (NJ)
- Spelman College (GA)
- The Citadel, The Military College of South Carolina (SC)
- University of Hawai'i at Manoa (HI)
- University of Maryland Baltimore County (MD)



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# *TRHT Campus Centers*

- Funded by the W. K. Kellogg Foundation and Newman's Own Foundation
- For more information, please see
  - <http://www.aacu.org/trht>



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# Thank you!

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