# Equity and Diversity in Higher Education

Higher Education & Social Mobility

- Research continues to show that a postsecondary credential is critical for accessing the middle class.

- The unemployment rate for college graduates is about half that of those with only a high school degree.

- But the United States continues to see racial and ethnic disparities in postsecondary enrollment and attainment.
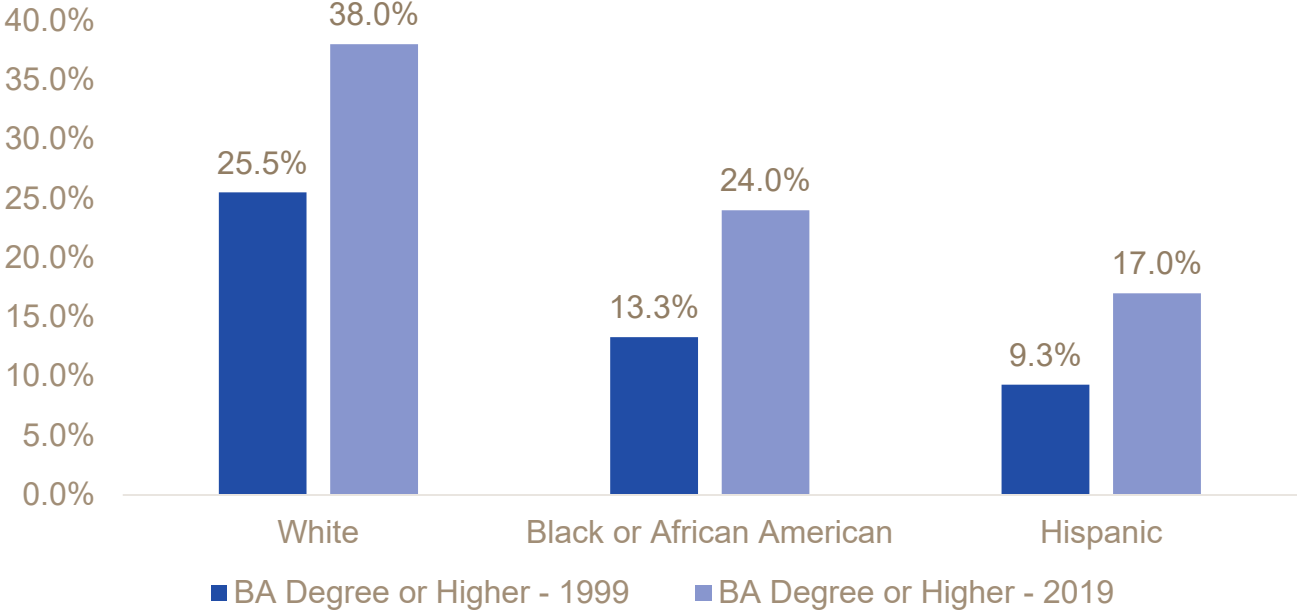
Disparities in Postsecondary Enrollment

African American students disproportionately enroll in for-profit schools
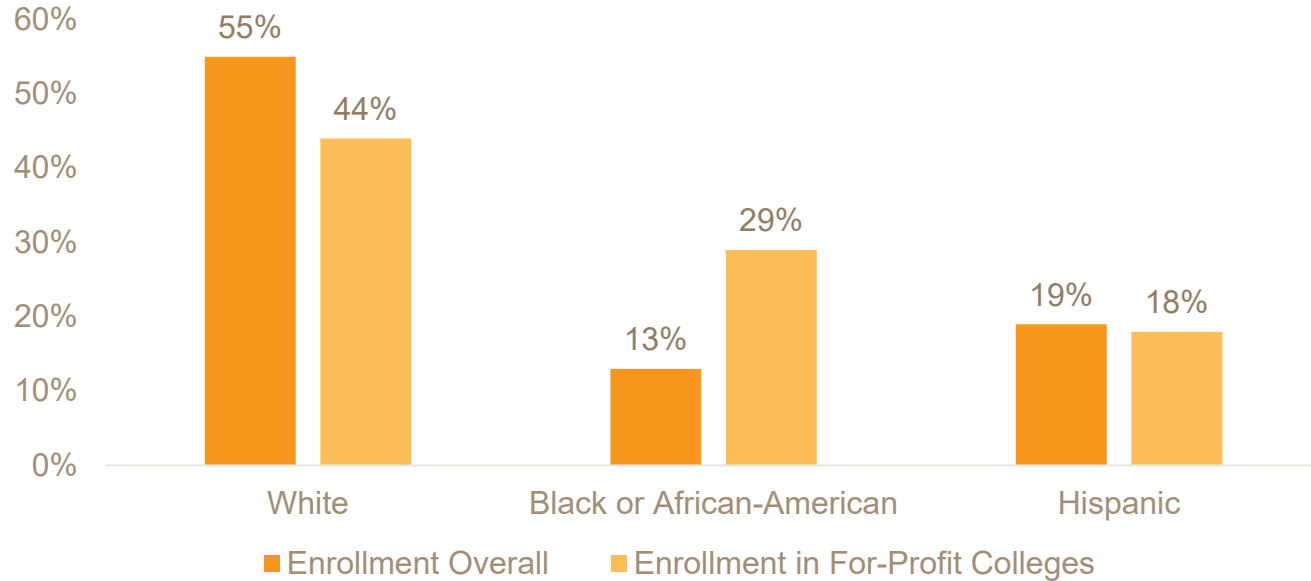
Sources: U.S. Department of Education, Digest of Education Statistics, 2019

Disparities in Postsecondary Attainment

Attainment gaps persist for students of color

Sources: U.S. Census Bureau, Educational Attainment of the United States: March 1991 and 1990, Educational Attainment of the United States: 2019

COVID-19 & College Access

- According to an analysis of data from the Office of Federal Student Aid by NCAN, in the second half of 2020 states in the SREB region saw a troubling decrease in year-over-year FAFSA completion rates — down by approximately 15% overall.

- The pandemic's impact on access seems to be especially harsh for certain communities.
  - High-minority high schools: -20%
    Low-minority high Schools: -12%
  - Title I-eligible high schools: -22%
    Title I-ineligible high schools: -15%

Speaker

Dr. Taffye Benson Clayton

Associate Provost and Vice President for Inclusion and Diversity Auburn University

SREB

Let's review the outcomes for our learning time together:

1. Understanding **key equity related terms** .

2. Understanding why **evidence based approaches and data disaggregation** are so important.

3. Understanding **promising practices** for gaining deeper insights into racial and ethnic related equity gaps.

4. Understanding how to achieve **impact** with equity -minded related practices.

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Context Setting

Diversity	Equity	Inclusion
Individual **differences** (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations)	The creation of opportunities for historically underserved populations to have **equal access** to and participate in educational programs that are capable of closing the achievement gaps in student success and completion	The **active, intentional, and ongoing** engagement with diversity —in the curriculum, in the cocurriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect —in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions

Association of American Colleges and Universities (n.d.) Making excellence inclusive.

Inclusive Excellence (4 components)

- A focus on student intellectual and social development.

- A purposeful development and utilization of organizational resources to enhance student learning.

- Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise

- A welcoming community that engages all of its diversity in the service of student and organizational learning.

(Williams, Berger, & McClendon, 2005)

Inclusive Excellence

- "As an 'alloy,' Inclusive Excellence re   -envisions both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co   -curriculum; and into administrative structures and practices."

(Williams, Berger, & McClendon, 2005)

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Equity -Mindedness

Equity Mindedness

- Equity mindedness describes actions that demonstrate individuals' capacity to recognize and address racialized structures, policies, and practices that produce and sustain racial inequities.

- "Equity -Minded" practitioners question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices to create change.

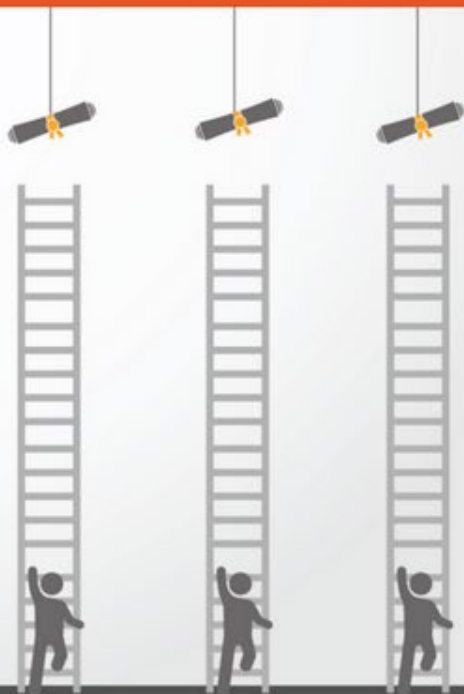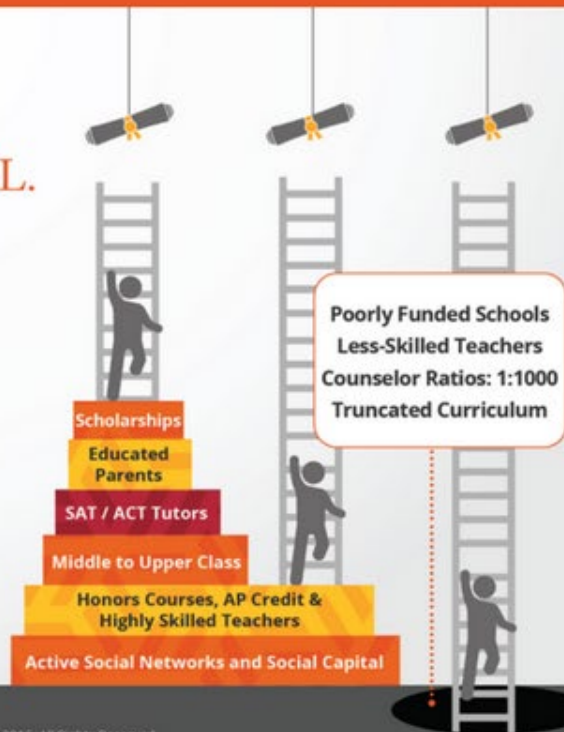(Bensimon & Malcom, 2012; Dowd & Bensimon, 2015).

Equality

Equity

EQUALITY imagines an equal world.

"I care about all students equally"

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But the world ISN'T EQUAL.

Poorly Funded Schools
Less-Skilled Teachers
Counselor Ratios: 1:1000
Truncated Curriculum

Scholarships
Educated Parents
SAT / ACT Tutors
Middle to Upper Class
Honors Courses, AP Credit & Highly Skilled Teachers
Active Social Networks and Social Capital

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racial equity is about re-mediating the system not about re-mediating students

In contrast, EQUITY redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.

Regular data disaggregation & analysis

Goal setting and action planning

Faculty & staff training to be equity facilitators

Inquiry to understand how practices impede equity

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CORONAVIRUS (COVID-19)

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ACE® American Council on Education® Community of Practice

Refocusing on Diversity, Equity, and Inclusion During the Pandemic and Beyond: Lessons from a Community of Practice

January 13, 2021

By Taffye Benson Clayton

For several years now, researchers and policymakers have been forecasting the shift in racial and ethnic demographics that is currently underway throughout the United States. These demographic changes have largely informed our understanding of diversity and inclusion as our universities prepared for the influx of a more diverse student body.

Diversity brings with it a number of educational benefits, including improved racial and cultural awareness, enhanced critical thinking, higher levels of service to community, and a more educated citizenry, to name a few. However, other components—namely, equity and inclusion—are essential to delivering on diversity's promise to higher education more broadly.

Inclusion, often referenced in relationship to diversity, is vital for all members of a campus community, but is particularly important to historically underrepresented and marginalized populations. AAC&U describes inclusion as the intentional, ongoing, active institutional efforts to reap the educational benefits of diversity. On a campus, inclusion means having a valued voice, seeing others like you represented around you and in the curriculum, and knowing that you belong and matter based on how you experience the environment and your interactions with others.

Equity, as defined by the Center for Urban Education, encompasses "achieving parity in student educational outcomes, regardless of race or ethnicity, particularly, given the marginalization of some racial and ethnic groups in American education." Institutionalizing equity on our campuses can be achieved as senior leaders understand and adopt "equity-mindedness," which is "a mode of thinking that calls attention to patterns of inequity in student outcomes, resulting in individual (university leaders, faculty, and professionals) and

ABOUT THE AUTHOR

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Taffye Benson Clayton is associate provost and vice president for inclusion and diversity at Auburn University in Alabama. She also led the ACE community of practice around diversity, equity, and inclusion.

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Equity Mindedness

CUE's theory of change uses action -research to transform the cognitive, structural, and institutional frameworks used in higher education.
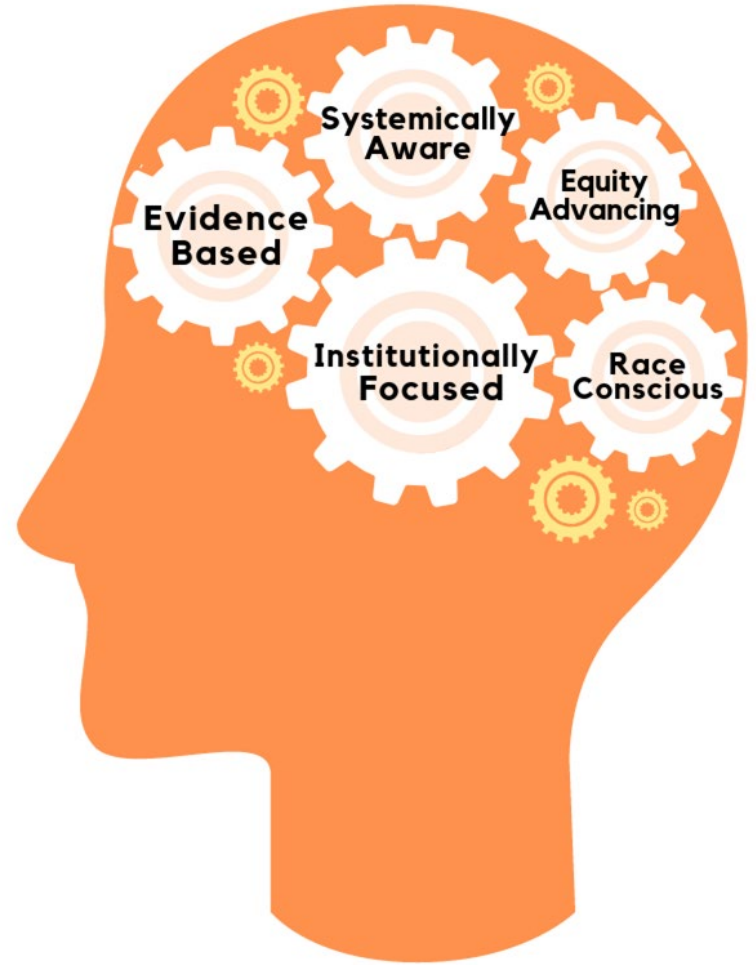
Tiger Excellence Scholars Program (TESP)

Auburn University's Tiger Excellence Scholars Program participants thriving, becoming leaders

Published: February 01, 2021

Neal Reid | Office of Communications and Marketing

Not only are members of Auburn University's Tiger Excellence Scholars Program, or TESP, enjoying their college experience on the Plains, they are thriving and evolving into leaders.

Nearly 300 students involved with the program—designed to support the persistence and retention of students from historically under-represented backgrounds, low-income families and first-generation college enrollees—posted a 3.42 cumulative grade-point average for the fall 2020 semester. Administered through Auburn's Office of Inclusion and Diversity, or OID, in partnership with the Office of the Provost, the scholars program is developing the leaders of tomorrow through its efforts.

A total of 69 TESP students finished the fall 2020 semester with perfect 4.0 grade-point averages, bolstering the group's already strong cumulative GPA that routinely eclipses the institutional average. The majority of TESP students are recipients of the Provost Leadership Undergraduate Scholarship, or PLUS.

More than a dozen of the program's students came to Auburn through the Alabama chapter of Gaining Early Awareness and Readiness for Undergraduate Programs, or GEAR UP, an initiative administered through the Office of University Outreach that is designed to identify potential college students from state middle and high schools and provide them a path to higher education. Those students finished the semester with a 3.68 cumulative GPA, further illustrating the program's success under the TESP umbrella.

Font Size

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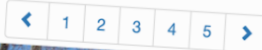
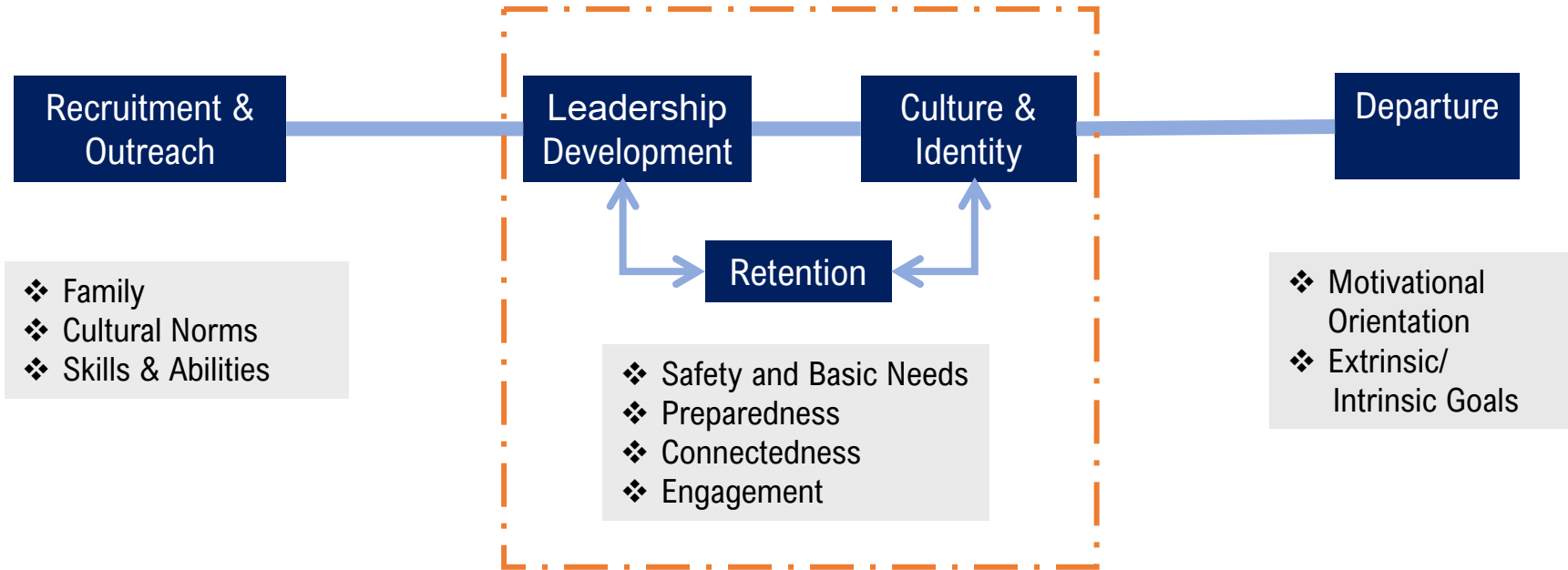Auburn's April Alvarez and Royce Williams are two of nearly 300 Tiger Excellence Scholars Program students.

BY THE NUMBERS
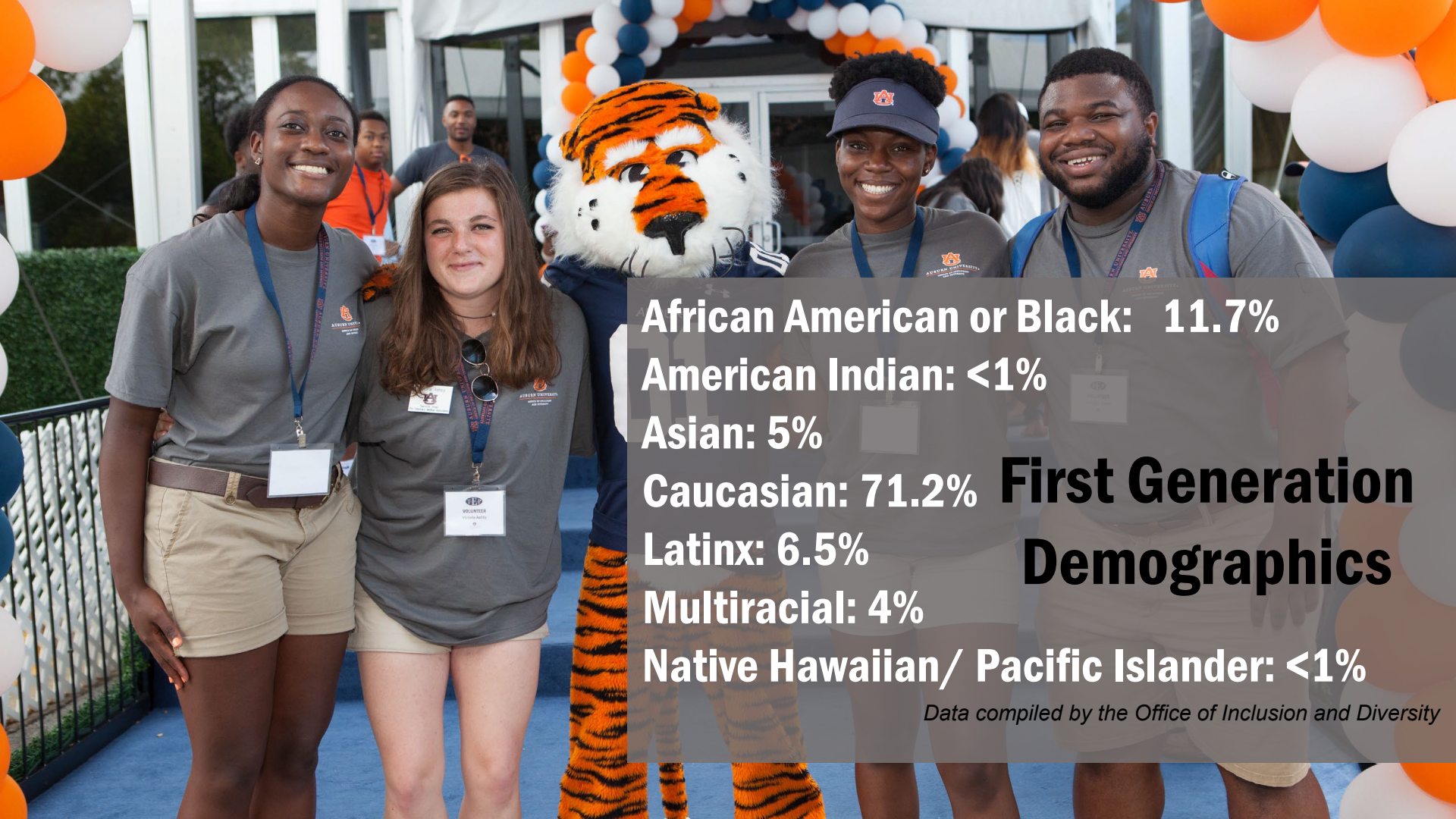- 500+ students
- 3+ million dollars earmarked
- 3.25 GPA

African American or Black: 11.7%
American Indian: <1%
Asian: 5%
Caucasian: 71.2%   **First Generation**
Latinx: 6.5%
Multiracial: 4%   **Demographics**
Native Hawaiian/ Pacific Islander: <1%

Data compiled by the Office of Inclusion and Diversity

Retention Rates by First Generation Status
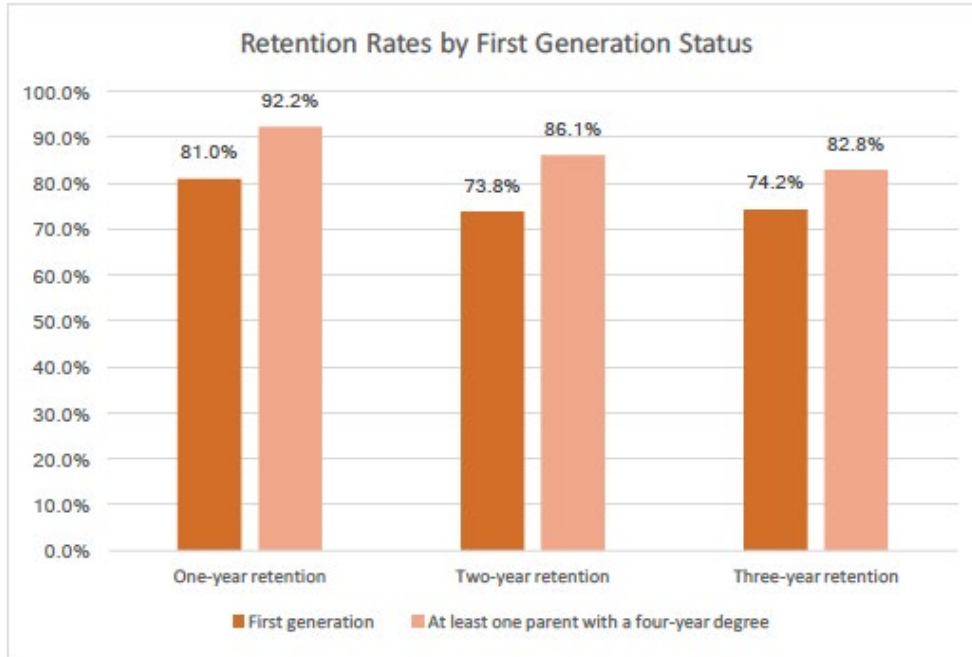
First-gen students are less likely to persist.

Auburn University Office of Institutional Research

First-gen student graduation rates are lower than continuing generation students.

Graduation Rates by First Generation Status

- Four-year graduation: First generation 44.7%, At least one parent with a four-year degree 56.0%
- Five-year graduation: First generation 62.5%, At least one parent with a four-year degree 75.0%
- Six-year graduation: First generation 68.1%, At least one parent with a four-year degree 80.0%

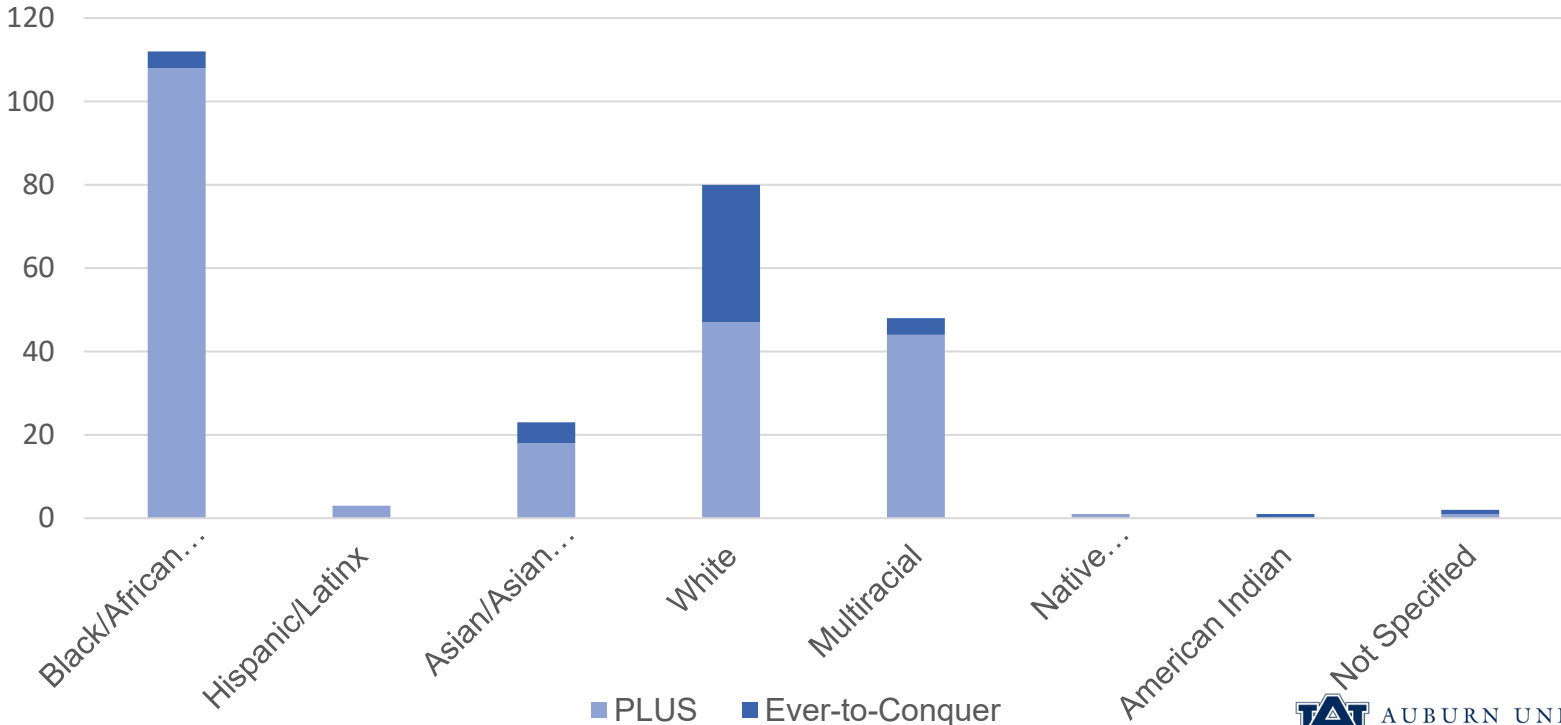■ First generation ■ At least one parent with a four-year degree
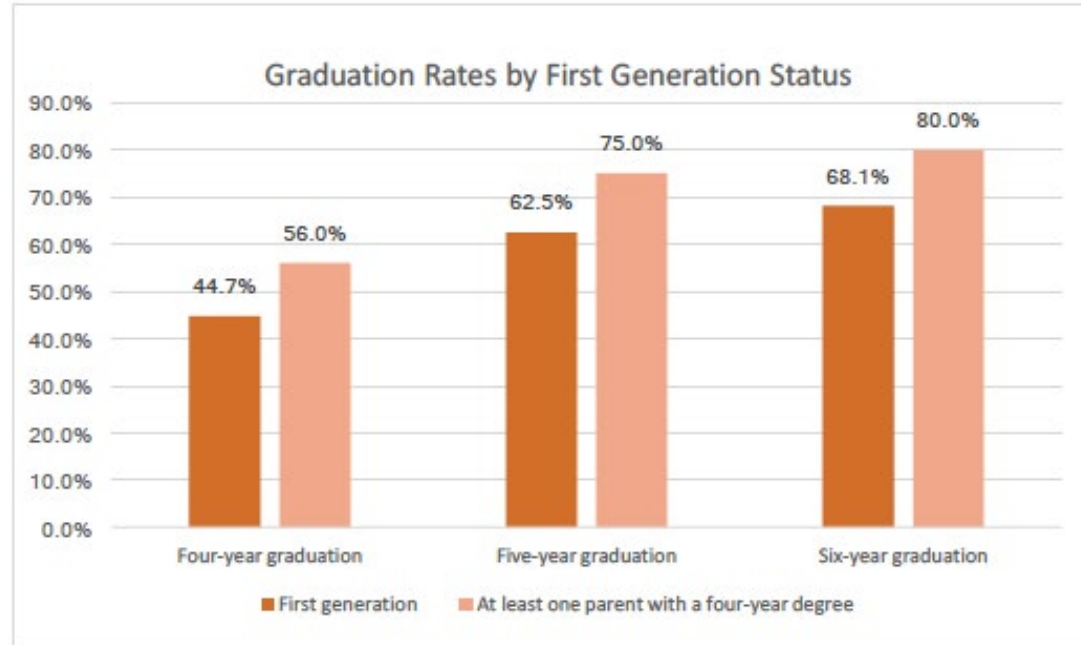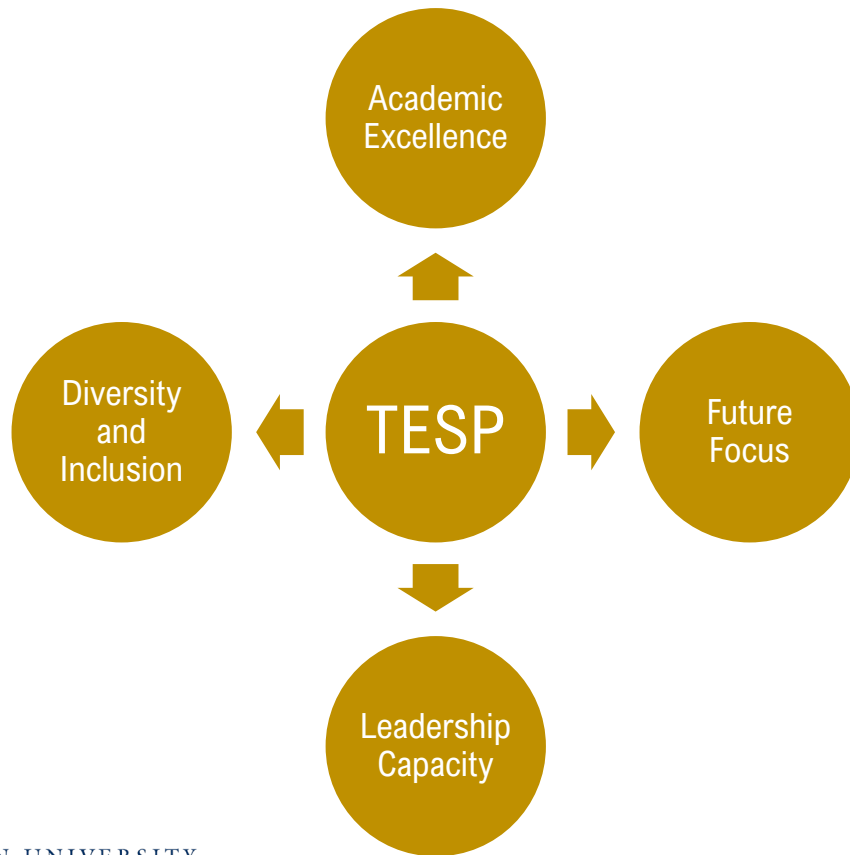
Auburn University Office of Institutional

TESP Demographic Profile

TESP Program Participation

2020 Review

Partnership with Academic Support

Improved cumulative GPA (increase of .32)

Increased success with course completion

Higher term GPA than peers who did not participate

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2021 Snapshot

3.42

FALL 2020 CUMULATIVE SCHOLAR GPA

11,690

STUDY HOURS TRACKED BY SCHOLARS IN FALL 2020

69

NUMBER OF SCHOLARS WHO FINISHED THE FALL 2020 WITH A 4.0 TERM GPA

TESP FULL SNAPSHOT

- 290 Total scholars
- Fall 20 Term GPA Avg. : 3.32
- 46 scholars with a 4.0 cumulative GPA at the end of Fall 2020

PLUS FULL SNAPSHOT

- 223 Total scholars
- Fall 20 Cum. GPA Avg.: 3.42
- Fall 20 Term GPA Avg. : 3.34
- 23 scholars with a 4.0 cumulative GPA at the end of Fall 2020

GEARUP AL SNAPSHOT

- 14 First-Gen scholars
- Fall 20 Cum. GPA Avg.: 3.68
- 5 scholars with a 4.0 cumulative GPA at the end of Fall 2020

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# Key Learnings and Takeaways

Partnerships
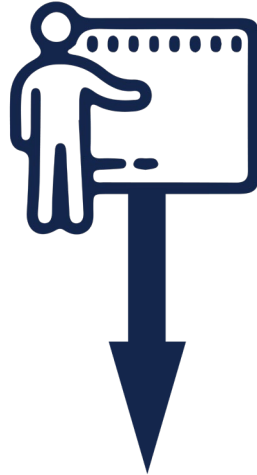
Pedagogy & Practice

Policies & Systems
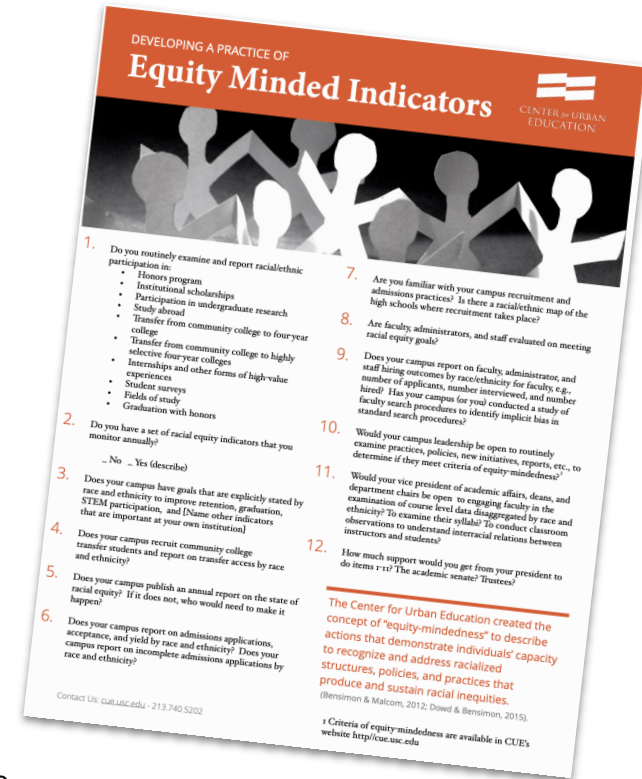
Equity Minded Indicators

1. Do you routinely examine and report racial/ethnic participation:

2. Do you have a set of racial equity indicators that you monitor annually?

3. Does your campus have goals that are explicitly stated by race and ethnicity to improve retention, graduation, STEM participation, etc. ? Does your campus recruit community college transfer students and report on transfer access by race and ethnicity?

4. Does your campus recruit community college transfer students and report on transfer access by race and ethnicity?

5. Does your campus publish an annual report on the state of racial equity? If it does not, who would need to make it happen?

6. Does your campus report on admissions applications, acceptance, and yield by race and ethnicity? Does your campus report on incomplete admissions applications by race and ethnicity?

https://cue.usc.edu/about/equity/equity-mindedness/
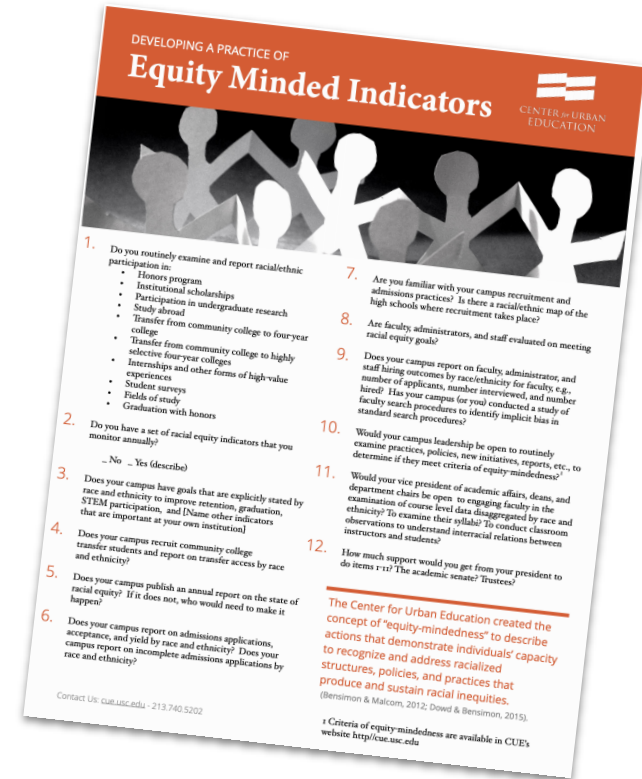
Equity Minded Indicators

7. Are you familiar with your campus recruitment and admissions practices? Is there a racial/ethnic map of the high schools where recruitment takes place?

8. Are faculty, administrators, and staff evaluated on meeting racial equity goals?

9. Does your campus report on faculty, administrator, and staff hiring outcomes by race/ethnicity for faculty, e.g., number of applicants, number interviewed, and number hired? Has your campus (or you) conducted a study of faculty search procedures to identify implicit bias in standard search procedures?

10. Would your campus leadership be open to routinely examine practices, policies, new initiatives, reports, etc., to determine if they meet criteria of equity -mindedness?

11. Would your vice president of academic affairs, deans, and department chairs be open to engaging faculty in the examination of course level data disaggregated by race and ethnicity? To examine their syllabi? To conduct classroom observations to understand interracial relations between instructors and students?

12. How much support would you get from your president to do items 1   -11? The academic senate? Trustees?

https://cue.usc.edu/about/equity/equity-mindedness/

Questions?