

*FROM EQUITY TALK TO EQUITY WALK:
EXPANDING PRACTITIONER KNOWLEDGE FOR RACIAL
JUSTICE IN HIGHER EDUCATION*

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

OCTOBER 2020



My Narrative



The new Spirit of Unity Baptist Church, a merger of First Baptist Church of Cloverdale and First Baptist Church of Amsterdam, will hold most of its services at the Cloverdale building on Updike Lane.

Photo courtesy of ALFRED MORGAN

It's like a marriage — the uniting of two century-old Botetourt County churches after a yearlong courtship.

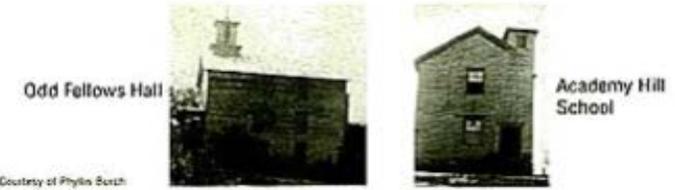
Sounding like a wedding announcement, a news release about the event reads: “It brings great joy to announce that by the grace and move of God, First Baptist Church of Cloverdale (FBCC) and First Baptist Church of Amsterdam (FBCA) have merged under the new name, Spirit of Unity Baptist Church.”

2 Botetourt churches celebrate merger

The Roanoke Times

By JoAnne Poindexter

Nov 15, 2019



Courtesy of Phyllis Birch

“FINDING WHAT HAS BEEN LOST”

FAMILIES, CHURCHES, SCHOOLS,
ORGANIZATIONS, BUSINESSES

AN INITIAL EXHIBIT OF AFRICAN AMERICAN HISTORY
OF BOTETOURT COUNTY, VIRGINIA
MAY 1, 2004



Academy Hill Students 1936
Courtesy Malane F. Jones



Buchanan School and Students around 1900
Courtesy Perry Gleason

A PROJECT OF
THE BOTETOURT COUNTY-WIDE LEAGUE

The brochure and festival have been
partially funded through a Discretionary
Fund Grant from the
Virginia Foundation for the Humanities.

 Virginia Foundation
for the Humanities and
Public Policy

FROM EQUITY TALK TO EQUITY WALK

1. Guiding Questions
2. Advancing Equity: Individual and Shared Responsibility
3. Equity Talk and Equity Walk?
4. Language and Goals for Shifting Mindsets
5. Equity-Minded Sense-Making
6. Obstacles to Achieving Racial Equity
7. Supporting Students: Truth and Racial Healing

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.

Our focus should be on becoming
best practitioners NOT the best
practices.



Estela Mara Bensimon, PhD
Professor & Director, Center for Urban
Education University of Southern California

*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.”

GUIDING QUESTIONS

How do we prepare the next generation of strategic leaders and thinkers to break down racial hierarchies and dismantle the belief in the hierarchy of human value?

How do we examine our own perceptions of equity, diversity and inclusion to advance practitioner knowledge for racial justice in higher education?

GUIDING QUESTIONS

How do we keep our focus on what needs to happen to address equity and racial justice at our institutions?

How do we identify and understand how inequities show up on campus?

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

How do we hold ourselves accountable for being anti-racist?

What are ways for operationalizing our equity values and goals?

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

ADVANCING EQUITY: INDIVIDUAL AND SHARED
RESPONSIBILITY

CLARITY IN LANGUAGE AND GOALS

DO YOU HAVE AN EQUITY TALK
AND/OR AN EQUITY WALK?

DOES YOUR INSTITUTION HAVE AN
EQUITY TALK AND/OR AN EQUITY
WALK?

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

“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?

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>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.
<p>From McNair, Bensimon, & Malcom-Piqueux (2020), Chapter 2: pp. 18-51</p>	



AAC&U Strategic Initiative

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?

Racial Healing Circles: Empathy and Liberal Education

Gail C. Christopher

Diversity & Democracy Summer 2018 Vol.21 No.3

“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)

Andrews University (MI)

Austin Community College (TX)

Big Sandy Community and Technical College (KY)

Brown University (RI)

Dominican University (IL)

Duke University (NC)

George Mason University (VA)

Hamline University (MN)

Marywood University (PA)

Millsaps College (MS)

TRHT CAMPUS CENTERS

Otterbein University (OH)

Rutgers University—Newark (NJ)

Southern Illinois University—Edwardsville (IL)

Spelman College (GA)

The Citadel, The Military College of South Carolina (SC)

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)

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**

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

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

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

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

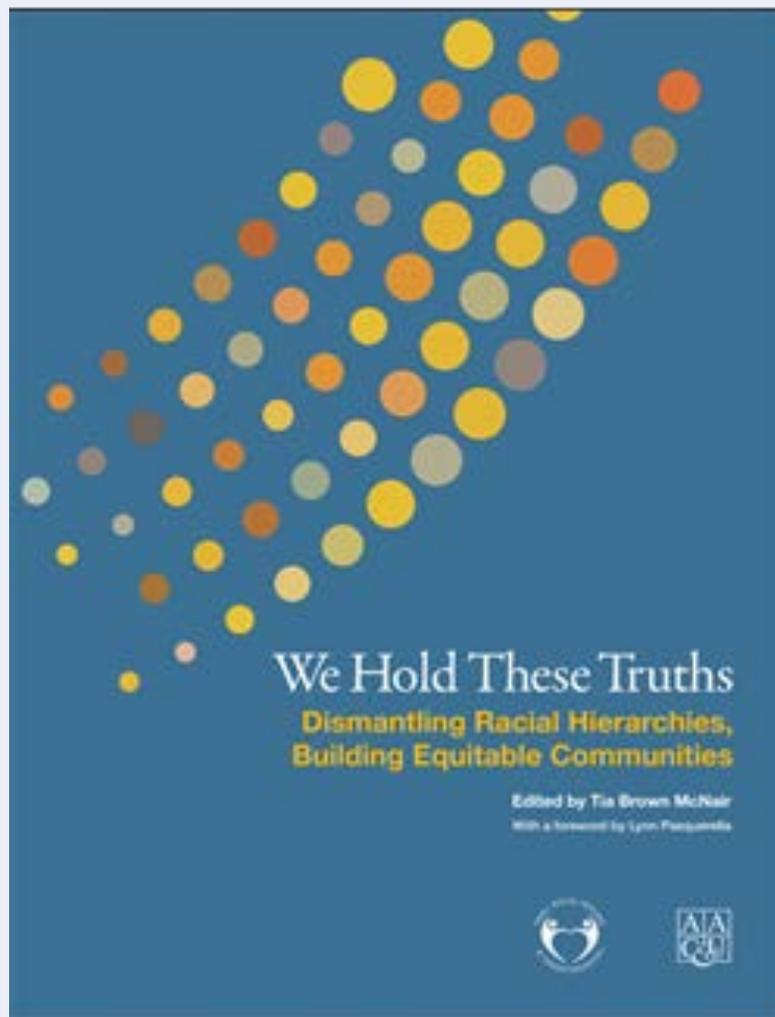
“Racial healing recognizes the need to acknowledge and tell the truth about past wrongs created by individual and systemic racism and address the present consequences.”

*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.”



*Courageous Conversations:
Racial Healing and Speaking across Difference*
AAC&U News, July 2020
aacu.org



THANK YOU!

DR. TIA BROWN MCNAIR

VICE PRESIDENT

OFFICE OF DIVERSITY, EQUITY AND STUDENT SUCCESS

MCNAIR@AACU.ORG

202-884-0808

@TIABMCNAIR