



HOWARD  
UNIVERSITY



# Exploring Equity in HBCU Assessment

**Date:** 11/16/2022 at 12:00 pm (EST)

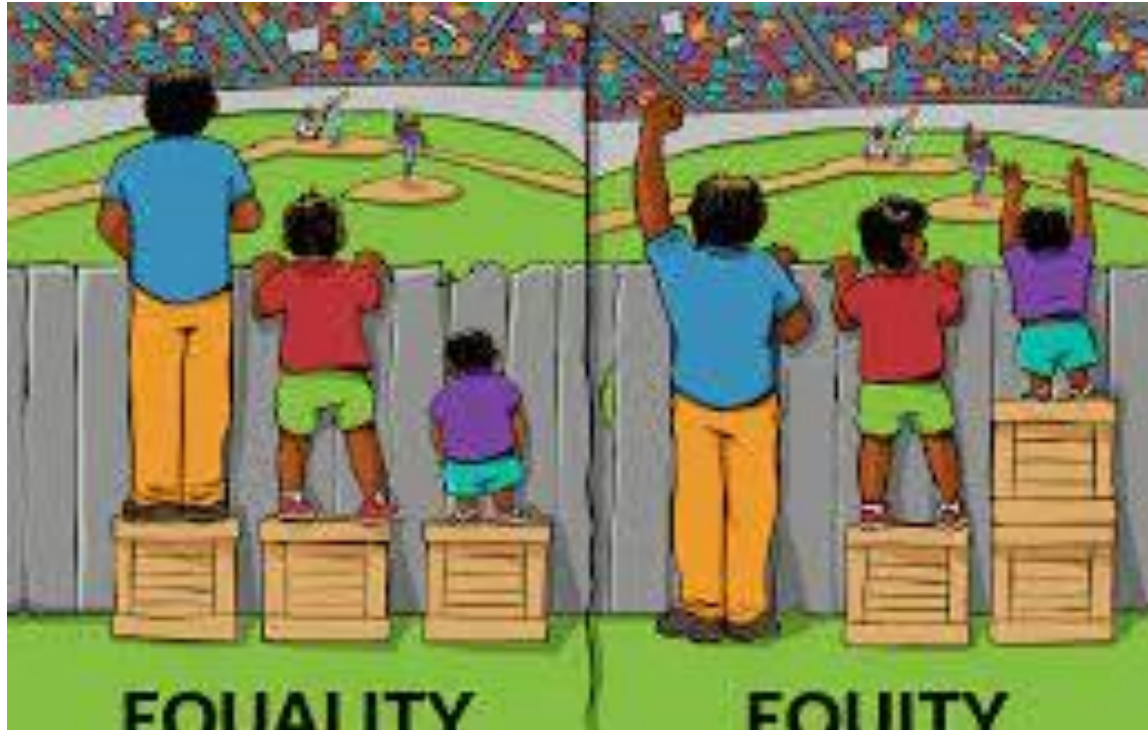
Equity-minded individuals are aware of the sociohistorical context of exclusionary practices and racism in higher education, particularly for Black, Latinx, and Indigenous communities. With HBCUs consistently & rightfully being acknowledged for outcomes of Black student learning, many well-intended institutional research and assessment professionals regularly look to HBCUs to mimic their assessment practices that are assumed to be equitable. However, just because you are Historically Black, doesn't mean you are Currently Equitable. This session will provide space for attendees to take a critical look at their office's approach to equity, specifically in assessment. Challenging participants to practice what they preach, we will discuss designing an equitable assessment process (goals, policy, etc.), disaggregating data beyond race and ethnicity, and share the way we as HBCUs currently demonstrate equitable practices and offer suggestions to take it to the next level.

**Britt Rhymes, M.S. Office of Institutional Research & Assessment**

## Unique HBCU Qualities:

relationality and partnership (family)  
storytelling and counter-storytelling (voice)  
inclusivity and justice (mission)





## Equality vs. Equity: The basics

Equality means each individual or group of people is given the same resources or opportunities. Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.



"assessment leaders at HBCUs often find deep value in the work, because it provides practitioners the opportunity to tell their own stories."



Traditional  
Nontraditional  
International  
Nonnative Speakers of English  
First-Generation  
Students with Disabilities  
Employed  
Commuter  
Students with Children  
LGBTQ+  
Transfer  
Full-time  
Part-time  
Continuing  
Undergraduate  
Graduate  
Rural  
City  
Suburban





# My mommy, Sherley Spears



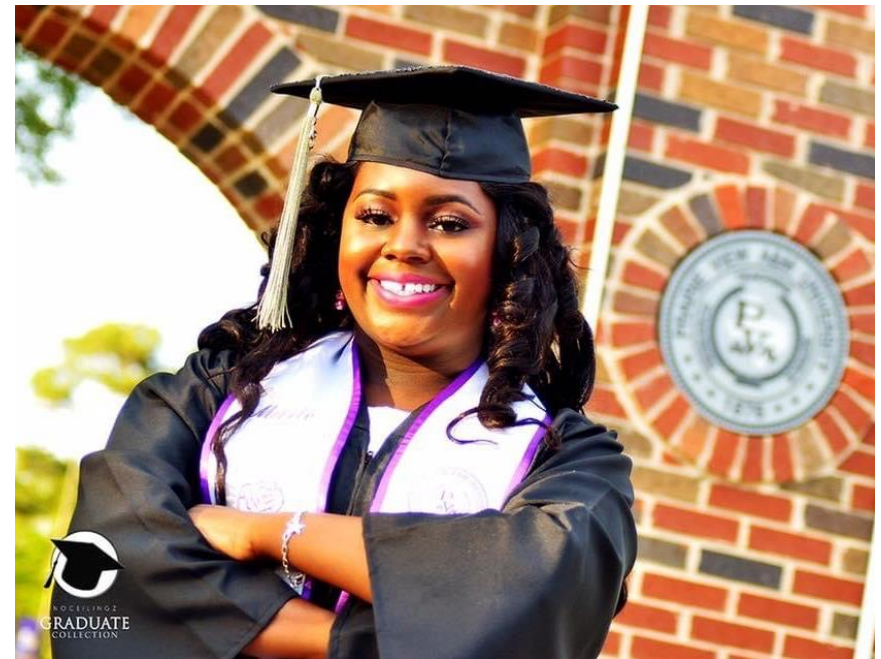
# My experience





# Both Students, Different Stories!

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## Designing an Equitable Assessment Process

- Begin with the end in mind
- Include the voice of all stakeholders



# Diversity vs. Equity

**Diversity asks, “Who’s in the room?”**

Diversity asks, “How many more of [pick any minoritized identity] group do we have this year than last?”

Diversity asks, “Isn’t it separatist to provide funding for safe spaces and separate student centers?”

Diversity celebrates increases in numbers that still reflect minoritized status on campus and incremental growth.

**Equity responds: “Who is trying to get in the room but can’t? Whose presence in the room is under constant threat of erasure?”**

Equity responds, “What conditions have we created that maintain certain groups as the perpetual majority here?”

Equity answers, “What are people experiencing on campus that they don’t feel safe when isolated and separated from others like themselves?”

Equity celebrates reductions in harm, revisions to abusive systems and increases in supports for people’s life chances as reported by those who have been targeted.



# Five Principles for Enacting Equity by Design

By: Estela Mara Bensimon, Alicia C. Dowd and Keith Witham



1. Clarity in language, goals, and measures is vital to effective equitable practices.

Equity is not EQUALITY

Disaggregating data

Clarity in goals and measures





## 2. “Equity-mindedness” should be the guiding paradigm for language and action

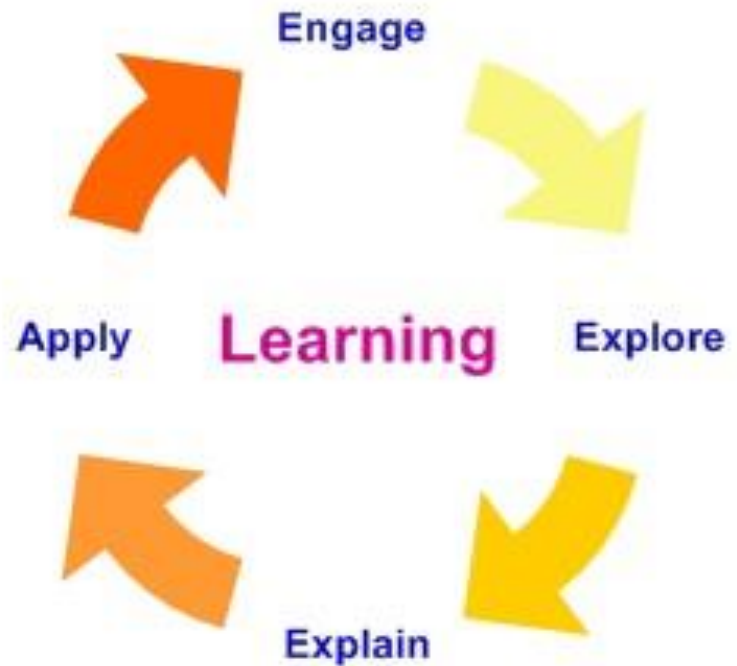
If you are not aware that beliefs, expectations, and practices assumed to be neutral can have outcomes that are disadvantageous to certain populations.



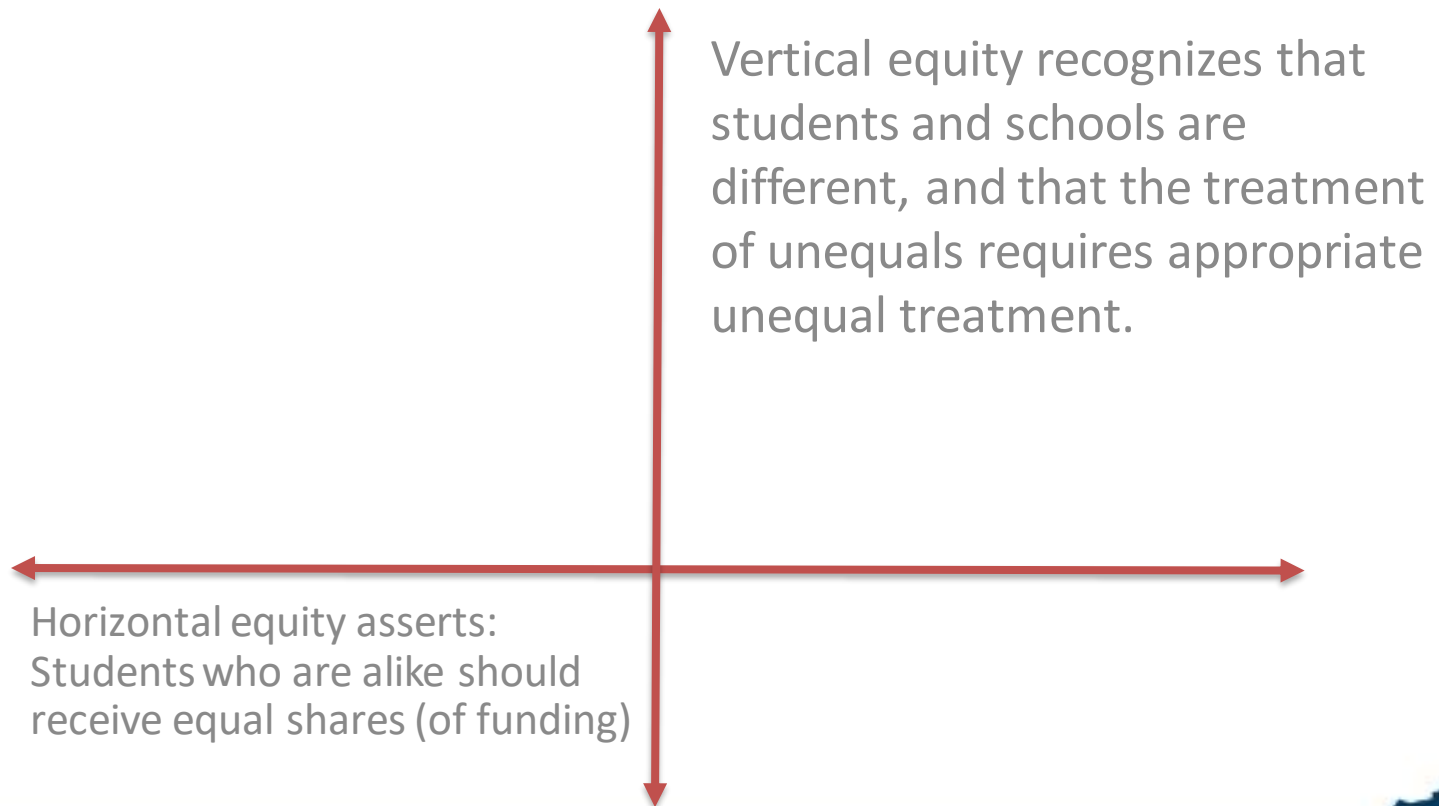
3. Equitable practice and policies are designed to accommodate differences in the contexts of students' learning—not to treat all students the same.



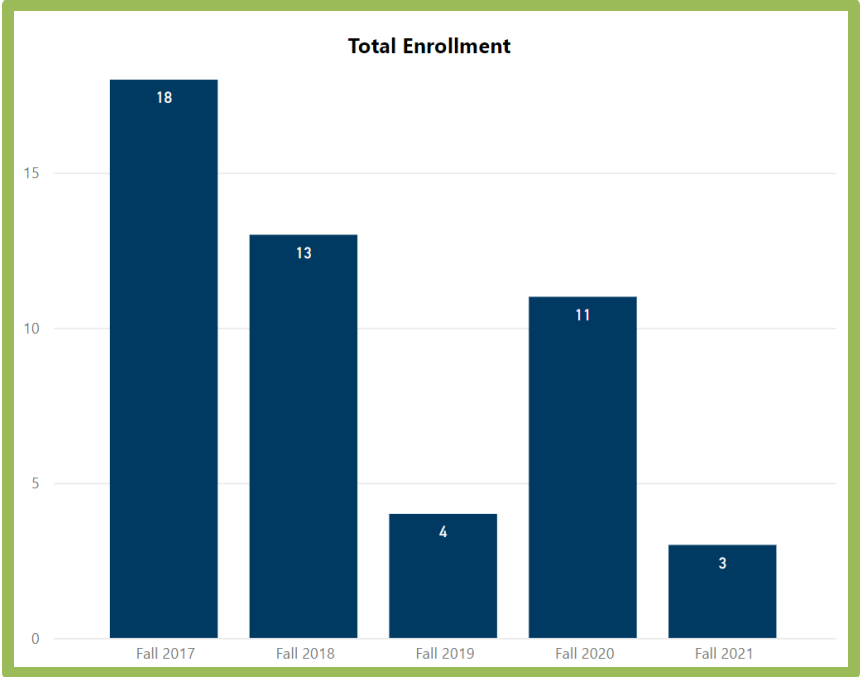
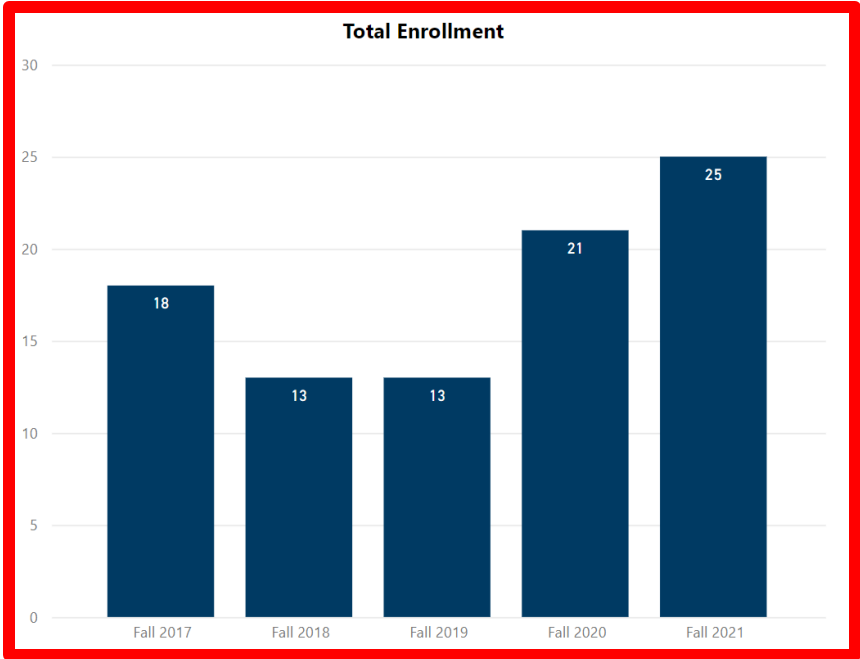
4. Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.



## 5. Equity must be enacted as a pervasive institution- and system-wide principle.







CHALLENGE!



My challenge to you:  
Utilize these **resources**. And IF you find that you are not meeting equity standards at your desired level, choose to not be embarrassed, choose to solve the problem and make a change!



## Reminders:

- As staff and department chairs change please keep us in mind and let us know ASAP
- Pass previous assessment information to your successor





## Meet with me!

- Lets review your HAAP plans to align equity in your assessment.
- Need consultation or guidance on in-house assessment initiatives? Let's chat!

[Book time with Spears, Britt](#)





# Announcements & Resources

Website: [ira.howard.edu](http://ira.howard.edu)

Email: [assessment@howard.edu](mailto:assessment@howard.edu)

Remaining Fall 2022 Workshops:

- HAAP Check-In: November 21, 2022 12-3 PM ET



A 3D rendering of a field of dark grey question marks. In the center, one question mark is highlighted in a bright yellow color. The word "Questions?" is written in white text across the yellow question mark.

Questions?