In this issue of *Teaching Matters*, Professor Robert Watson reflects on the challenges that arise when the painful contradictions of the founding and growth of the United States come into the classroom. His essay offers advice and encouragement as the academy struggles to write a more inclusive narrative, which will in turn, build a stronger American identity and character for the 21st century.

Teaching American History at any level is a challenging and daunting task, but teaching African American history presents numerous challenges. Many of them are hard to overcome when the subject matter is about slavery and the role that it played in the creation of our nation. I am a “Baby Boomer” who was reared in Mississippi during the era of school segregation in a society that has oftentimes been referred to as the “closed society. As a member of the Boomer generation, in the words of one scholar, we were fed tales in school that masked the reality of slavery. Some teachers even emphasized the idea that Africans brought to America in chains were better off than they would have been in Africa. This way of thinking makes it more difficult to teach the “hard history”. To sum it up, in the words of Maurice D. McInnis, a professor at the University of Texas, Austin, “there’s a broad understanding that ‘slavery is bad, people got whipped,’ but there’s also an urge to compartmentalize it: “that was bad, but it’s over with, and we should focus on the good stuff like UVA’s cutting-edge education and science. We’re not trying to ruin people’s day - - but if you want to understand society, you’ve got to understand how everything is woven
together, the good with the bad.” As McInnis points out, when researching and teaching about slavery, as painful as telling the truth is, it must be done with the utmost intention to educate people about the horrific experiences of those whose ancestors were enslaved. As Americans, we pride ourselves on telling “the good story” but not the entire story of how this nation was built on the backs of ones who were brought here against their will and yet have been able to achieve against great odds.

As hard as it is to teach about the role of slavery in our nation’s past, the facts are well known. However, telling the truth about slavery in America and its past and present impact brings pain, fear and sometimes violence. Let us pose some questions about the African experience in America that should be easy to incorporate into the curriculum of social studies. Here are six (6) questions to think about:

1. What was the landing site of the first Africans to an English colony in North America?
2. Who was the first African American child born in America?
3. Who was the African American who wrote a letter to Thomas Jefferson in 1791 chastising him for his racial views?
4. What are the stories of Shepherd Mallory, Frank Baker, and James Townsend?
5. Should Nat Turner be viewed as a villain or hero for wanting his freedom?
6. Which constitutional amendment abolished slavery?

As many of you know, Virginia is observing, recognizing and commemorating the 400-year anniversary of the African Landing at Old Point Comfort. This is, in fact, a local, state and national commemoration that should provide the Commonwealth, and indeed the nation, with narratives and themes that will tell the whole story of American history and not just African American History, and it should be annual. It is the right thing to do.
Announcements

Hampton University is a member of the American Association of Colleges and Universities, and the Faculty Resource Network, which offers the following information and opportunities for faculty members:

11 Steps to Planning a Course You've Never Taught Before

BY MEGAN PIETRUSZEWSKI

You wait with anticipation, and you receive the email that says, "Course assignments are posted." You click on your Course Assignment. And – you’re assigned to teach a course that you have never taught before. Maybe you feel excitement, maybe you feel anxiety, or some mixture of the two. Emotion aside, how do you plan a new course?

Planning a new course can seem intimidating, even anxiety-provoking, but it doesn’t have to be. You can start planning with confidence and getting your mental energy away from worry and back to the most important thing: teaching and reaching your students.
No matter how many times we teach a course, the end of the semester always plays out in a whirlwind of activity that has teachers and students struggling to keep pace, sound familiar?

If you would like a different ending to your courses, start at the beginning. Careful course planning minimizes stress and improves learning by reducing the chances of content crush and panic often experienced at the end of the term.

**Course Planning by the Calendar** will teach you how to take a more holistic view of your courses by shifting your mindset beyond content to consider course rhythms and natural ebbs and flows of student motivation.

**After completing this seminar, you'll be able to:**
- Develop a course planning framework that minimizes stress for instructors and students alike
- Identify common high and low points to create a blank calendar template
- Explore the purpose of a sample class meeting or online session
- Consider the impact of pacing: How much time is needed to learn?
- Chunk content and identify loops—where can prior content be revisited?

This seminar will benefit assistant and associate professors, instructors, lecturers, and instructional designers.
Effective Assessment Strategies for Large Classes

Due to practical demands, many professors are required to teach large-section classes with hundreds of students. If you have ever taught a large-section class, you understand how difficult it is to individually grade papers, assignments, or projects, or meet with hundreds of students one-on-one to provide individual feedback. There must be a better way—right?

Effective Assessment Strategies for Large Classes reveals ideas that you will be able to incorporate almost immediately, from peer assessments and creative coursework to grading rubrics and technology.

After completing this seminar, you'll be able to:

- Demonstrate how to incorporate peer-to-peer feedback for formative and summative assessments
- Incorporate student self-assessment
- Analyze the difference between well-structured and poorly structured grading rubrics for efficient and consistent grading by teaching assistants
- Understand how to use technology to provide automated feedback on multiple choice questions

This seminar will benefit faculty, teaching and learning coordinators and consultants, academic deans, department chairs, and faculty mentors.

Information on upcoming Faculty Resource Network programs is included below, including our 2019 National Symposium, Spring 2020 Scholar-in-Residence program, and the FRN Network Winter seminars. Additional information on these programs is located on our website, [www.nyu.edu/frn](http://www.nyu.edu/frn)

National Symposium 2019

The Faculty Resource Network 2019 National Symposium focusing on the theme "Critical Conversations and the Academy" will be held on Friday, November 22 and Saturday, November 23, 2019, in Miami, Florida.

Faculty members from FRN and non-FRN institutions are welcome to attend the symposium.
To learn more and register, please see our website at:

Academic Year Scholar-in-Residence Program

APPLICATION DEADLINE FOR SPRING 2020: Monday, September 23, 2019
(Spring 2020 semester: Wednesday, January 29 – Friday, May 8, 2020)

Applications are available on our website at:
https://facultyresourcenetwork.org/programs-and-events/visiting-scholar-programs/semester-scholar-in-residence/

Association of American Colleges & Universities
A Voice and a Force for Liberal Education

New Issue!
At the Soul of Leadership: Authentic Perspectives on STEM Reform from HBCUs

This issue of Peer Review features research articles written by Center for the Advancement of STEM Leadership (CASL) fellows on proven HBCU leadership approaches that have broadened the participation of historically underrepresented groups in STEM.

Tone Begins at the Top: Broadening Participation in STEM Higher Education
By Kelly Mack, Orlando Taylor, Camille McKayle, Goldie S. Byrd, Charles McClintock, Melvin Hall, Margaret Kanipes, Comfort Okpala, Kate Winter, and Maria Qadri

Practice
Inclusive Research Excellence: Deconstructing the Research Enterprise to Facilitate Responsible STEM Research
By Tonya L. Smith-Jackson, North Carolina A&T State University and National Science Foundation; Goldie S. Byrd, Wake Forest School of Medicine

Successful Strategies for Enhancing Research Capacity among Early-Career HBCU STEM Faculty.
By Triscia W. Hendrickson and John K. Haynes, both of Morehouse College

**A Call for Transformative Leadership: Addressing the Lack of Female Full Professors in STEM at HBCUs**
By Monica Stephens, Spelman College; and Zakiya S. Wilson-Kennedy, Louisiana State University

**Faculty Perceptions of Designing and Implementing Course-Based Research Experiences to Broaden Participation in STEM at an HBCU**
By Isi Ero-Tolliver, Hampton University

**Fostering the Professional Advancement of Minority STEM Faculty at HBCUs**
By Mohammed A. Qazi, Tuskegee University; and Martha Escobar, Oakland University

**Using Mindfulness to Reduce Math Anxiety in Preservice Elementary Teachers**
By Wanda McCoy, Coppin State University

**Metacognition: A Tool for Overcoming Discrimination**
By Scott Horrell, Jana Marcette, and Sudarsan Kant; all of Harris-Stowe University

**Reducing Attrition from STEM Disciplines: Understanding the Student Athlete’s Perspective**
By Anthony Emekalam, Elizabeth City State University

**Using Adaptive Learning Courseware as High-Impact Practice to Improve Students’ Learning Outcomes in General Chemistry II at an HBCU**
By Conrad W. Ingram, Eric Mintz, and Daniel Teodorescu; all of Clark Atlanta University

**Implementing a Corequisite Algebra Gateway Course**
By Eric L. Buckles, Nia W. Haydel, Janice Thompson-Sanchez, and Yolanda W. Page; all of Dillard University

**Overcoming Advising Barriers to Retain STEM Majors**
By Michelle D. Peterson, University of the Virgin Islands

**Reality Check**
**HBCUs and Black STEM Student Success**
By Claudia Rankins, National Science Foundation

*Peer Review* provides a quarterly briefing on emerging trends and key debates in undergraduate education. Each issue is focused on a specific topic, provides comprehensive analysis, and features campus perspectives.
September 2019

Feature: AAC&U Member Innovations
Changing the Culture of STEM: The Quantitative Skills Center at Pomona College

With a robust learning and tutoring center, a twenty-four-hour study spot, and cohort-based learning communities, the Quantitative Skills Center has changed the culture of STEM at Pomona College. Read more

Global Citizenship for Campus, Community, and Careers

By Dawn Michele Whitehead

New Study Finds Similar Job Outcomes from Different Degrees

On the Road

On the Road with AAC&U Staff and Scholars

News & Events

Meetings and Events

- Call for Proposals: General Education, Pedagogy, and Assessment Conference
- Speakers Announced for AAC&U’s 2020 Annual Meeting
- Register Now: Global Citizenship for Campus, Community, and Careers Conference
- Call for Proposals: Diversity, Equity, and Student Success Conference
- Nominations Due October 1 for K. Patricia Cross Future Leaders Award
Project News

- Register Now: Transforming STEM Higher Education
- Upcoming AAC&U Webinars

Civic Learning and Democratic Engagement (CLDE)
Action Network News

- New Issue of “Peer Review”
- Five AAC&U Members Earn Excellence in Assessment Designation

BTtoP News

- Special Offer: Free BTtoP Publications
- BTtoP Welcomes Kate Griffin, PLACE Collaboratory Project Coordinator

Other News

- AAC&U Appoints New Senior Director for Membership
- AAC&U Endorses Student Loan Disclosure Transparency Act
- AAC&U Signs Joint Statement on FBI Urging Universities to Monitor Chinese Students and Scholars
- AAC&U Signs Letter in Support of the College Student Hunger Act

Thought Leadership from Presidents’ Trust Members

- Articles and Op-Eds by Members of AAC&U’s Presidents’ Trust
New Report Shows that Historically Black Colleges are Producing More Upwardly Mobile Graduates than Predominantly White Institutions

New Brunswick, N.J., September 30, 2019—More students experience upward mobility at Historically Black Colleges and Universities (HBCUs) than Predominantly White Institutions (PWIs) asserts a new report published by the Rutgers Center for Minority Serving Institutions (CMSI). The report entitled, Moving Upward and Onward: Income Mobility at Historically Black Colleges and Universities, examines the intergenerational income mobility of recent HBCU graduates and explores upward mobility variations and economic stratification based on institution type.

The report begins with a foreword by Dillard University President Walter Kimbrough, which provides an important narrative on how HBCUs have routinely supported low-income and Pell Grant-eligible students. Kimbrough situates the value of these storied institutions within the historical context of higher education. According to the report, HBCUs enroll far more low-income students than PWIs. More specifically, the report claims that nearly one-quarter of HBCU students are low-income and more than half of all HBCU students come from households in the bottom 40% of the U.S. income distribution.

“This report builds upon many researchers’ earlier work about HBCUs and their economic impact,” said Marybeth Gasman, one of the report’s authors and the Samuel DeWitt Proctor Endowed Chair and Distinguished Professor at the Rutgers Graduate School of Education. “HBCUs are doing a tremendous job fostering pathways to upward mobility, particularly for low-income students, and they are doing this with often limited resources.”

Using the student’s income as an indicator of their economic position, the report goes on to track the mobility rate of students as compared to the incomes of their parents. The report shares that nearly 70% of HBCU students attain at least middle-class incomes and most low-income HBCU students can expect to improve their long-term economic position. Some HBCUs are creating middle-class opportunities for large portions of their student body and effectively fostering upward mobility. Xavier University of Louisiana and Tuskegee University, for example, achieve higher mobility than almost any other HBCU.

“This report’s focus on the student success rate distinguishes it from other research on HBCU economic mobility. By examining students’ mobility after accounting for their origins, this report provides a more holistic understanding of economic mobility and more accurately describes the mobility trajectory of students at an HBCU,” shared Robert Nathenson, the report’s lead author.

The report adds that privilege perpetuation, what the authors call an “affluence floor,” exists across the landscape of higher education and has an impact on how affluence replication differs by institution type. Children of higher-income parents who attended PWIs were 50% more likely to stay higher-income (as compared to moving down the income distribution) than children of higher-income parents who attended HBCUs, the
report concludes. These findings are consistent with research that indicates factors throughout the labor market may also play an important role in intergenerational mobility. Such factors as ongoing historical disadvantage, structural racism, and implicit bias may have an ongoing influence on the economic outcomes of students.

The report ends with recommendations for researchers looking to further explore the economic outcomes of HBCU students. Researchers are encouraged to examine the student success strategies that HBCUs have enacted to undergird upward mobility for low-income students and to examine further the life experiences of HBCU students following their graduation from college. The report’s final note pushes researchers to continue exploring the variations in practices employed by both PWIs and HBCUs and encourages PWIs to learn from HBCUs to further the experiences of their African American students.

Full copies of the report are freely available on our site [here](http://cmsi.gse.rutgers.edu/).

---

**About the Rutgers Center for Minority Serving Institutions**

The Rutgers Center for Minority Serving Institutions (CMSI) brings together researchers and practitioners from Historically Black Colleges and Universities, Tribal Colleges and Universities, Hispanic Serving Institutions, and Asian American, Native American, and Pacific Islander Serving Institutions. CMSI’s goals include: elevating the educational contributions of MSIs; ensuring that they are a part of national conversations; bringing awareness to the vital role MSIs play in the nation’s economic development; increasing the rigorous scholarship of MSIs; connecting MSIs’ academic and administrative leadership to promote reform initiatives; and strengthening efforts to close educational achievement gaps among disadvantaged communities. The Rutgers Center for Minority Serving Institutions is part of the Samuel DeWitt Proctor Institute for Leadership, Equity and Justice ([Proctor Institute](http://proctorinstitute.rutgers.edu)) at the Graduate School of Education at Rutgers University, New Brunswick. For further information about CMSI, please visit [http://cmsi.gse.rutgers.edu/](http://cmsi.gse.rutgers.edu/).

**October 2019**

**Feature: AAC&U Member Innovations**

**Campus Experiences with the VALUE Approach to Assessment**

Three Massachusetts institutions—Northern Essex Community College, the University of Massachusetts Amherst, and Worcester State University—share their experiences with VALUE’s signature approach to assessment. [Read more](http://valueinstitute.org/)

---

**Association of American Colleges & Universities**

* A Voice and a Force for Liberal Education

---

**Registration is now open for the 2019–2020 VALUE Institute**

The leading source for direct evidence of student learning in higher education, the VALUE Institute...
Institute provides external validation of institutional assessments of student learning outcomes. Using the VALUE rubrics, certified scorers evaluate samples of student work that have been collected and uploaded to a digital repository by participating institutions, departments, programs, states, consortia, and other providers.

The VALUE Institute team works directly with participants to develop an appropriate sampling plan and to collect samples of student work for scoring. After the samples have been scored, participants receive customized reports, along with copies of all raw data, that allow them to explore the results more deeply in their own settings and contexts. In addition to providing validated evidence of student achievement, the VALUE Institute enables participants to disaggregate the results by various student subgroups.

VALUE (Valid Assessment of Learning in Undergraduate Education) is AAC&U’s signature approach to the assessment of student learning outcomes. Through this evidence-based approach, authentic student work—that is, the work students already produce across their various learning pathways and fields of study—is assessed using rubrics that were developed by teams of faculty and other educational professionals from higher education institutions of all types and sizes across the country.

2019–2020 marks the third year of the VALUE Institute and the launch of a new scoring platform that is powered by Digication, which makes student learning visible through ePortfolios. The new platform expands the opportunity for participants to assess learning across educational pathways and aligns with the ethos and vision of the VALUE approach to assessment. The new scoring platform is one of several new enhancements to the VALUE Institute overall.

For more information about the VALUE Institute and how to register, visit www.aacu.org/VALUEInstitute.

The World’s Top Economists Just Made the Case for Why We Still Need English Majors
The Washington Post
English majors are down 25.5 percent since the Great Recession, just as world’s top economists say we need more 'storytellers.' Read more >>

Smart ALEKS
Inside Higher Ed
Arizona State University’s College Algebra classes have looked a little different these past few years. If you entered a classroom in the fall of 2015, you’d likely find 100 to 140 students listening to the professor lecture. Today, walking into an algebra classroom, you’d see those same 100 students all on their computers, with a professor and five undergraduate assistants roaming the class to give personalized help. The experiment, an implementation of the adaptive courseware model ALEKS, has paid off, administrators say. The rate of students who achieve a C or higher in College Algebra, which was 57 percent in 2015, is now up to 79 percent. Read more >>

When Faculty of Color Feel Isolated, Consortia Expand Their Networks
The Chronicle of Higher Education
Recruiting faculty of color is one thing; retaining them is another. Some colleges collaborate to forge communities, and that may help. Read more >>

**Association for Black Culture Centers (ABCC) Bringing Together Wide Spectrum of Culture Centers**

**Diverse: Issues In Higher Education**

Since its founding 30 years ago, the Association for Black Culture Centers (ABCC) has grown from the 50 institutions represented at its inaugural conference at Knox College in 1989 and redefined its mission to include Latin(x), Asian American, and Native American Culture Centers. However, Dr. Fred Hord, ABCC’s founder and executive director, says that ABCC has had a large contingent of multicultural centers since its early days and “decided to build both on the increasing collaboration of these ethnic specific centers and the more than occasional identification of staff and students of being Black simultaneously with being Latino, Asian American, or Native American.” Read more >>

**Scott D. Miller: Teaching Social Justice to Future Generations**

**The Virginian-Pilot**

I have reiterated with each incoming class of students my assurances that our campus community embraces inclusion, tolerance of different points of view and constructive dialogue. Among the top-20 national liberal arts institutions in student diversity, we are proud to be a beacon for civil discourse and examination of complex issues—including those that are painful to confront. Read more >>

**AAC&U Annual Meeting**

**Shaping the Future of Higher Education: An Invitation to Lead**

January 22–25, 2020

Washington, DC

Register by November 18 for Best Meeting Rates

Several broadly negative fiscal trends now affecting higher education are exacerbating the affordability challenge and threatening the financial sustainability of colleges and universities. Individuals on campuses today are rising to meet these challenges—redoubling their commitment to equity and inclusion, refusing to accept the notion that high quality must come at a high cost. Please join us in January to discuss these and other issues.

Interested in sponsoring Weekly Liberal Education News Watch? Contact sponsorships@aacu.org.