



# *Accountability, Assessment & Institutional Change*

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EXECUTIVE SUMMARY

# RISING ABOVE THE GATHERING STORM

*Energizing and  
Employing America  
for a Brighter  
Economic Future*

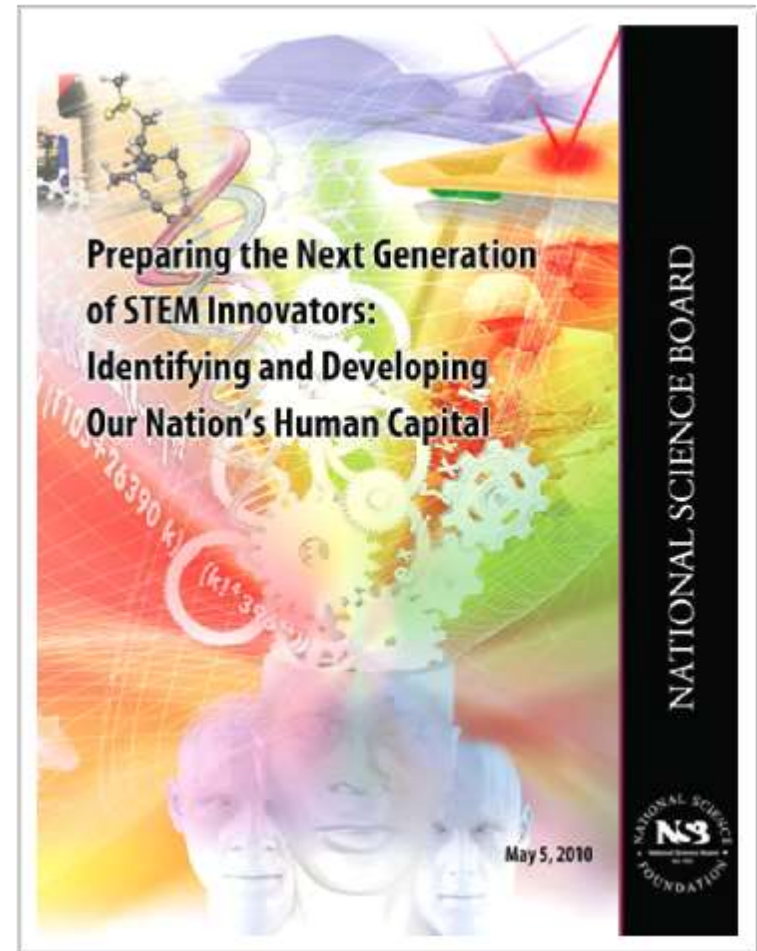
NATIONAL ACADEMY OF SCIENCES  
NATIONAL ACADEMY OF ENGINEERING AND  
INSTITUTE OF MEDICINE  
OF THE NATIONAL ACADEMIES

# Preparing the Next Generation of STEM Innovators



## Keystone Recommendations:

- I. Provide opportunities for excellence*
- II. Cast a wide net*
- III. Foster a supportive ecosystem*



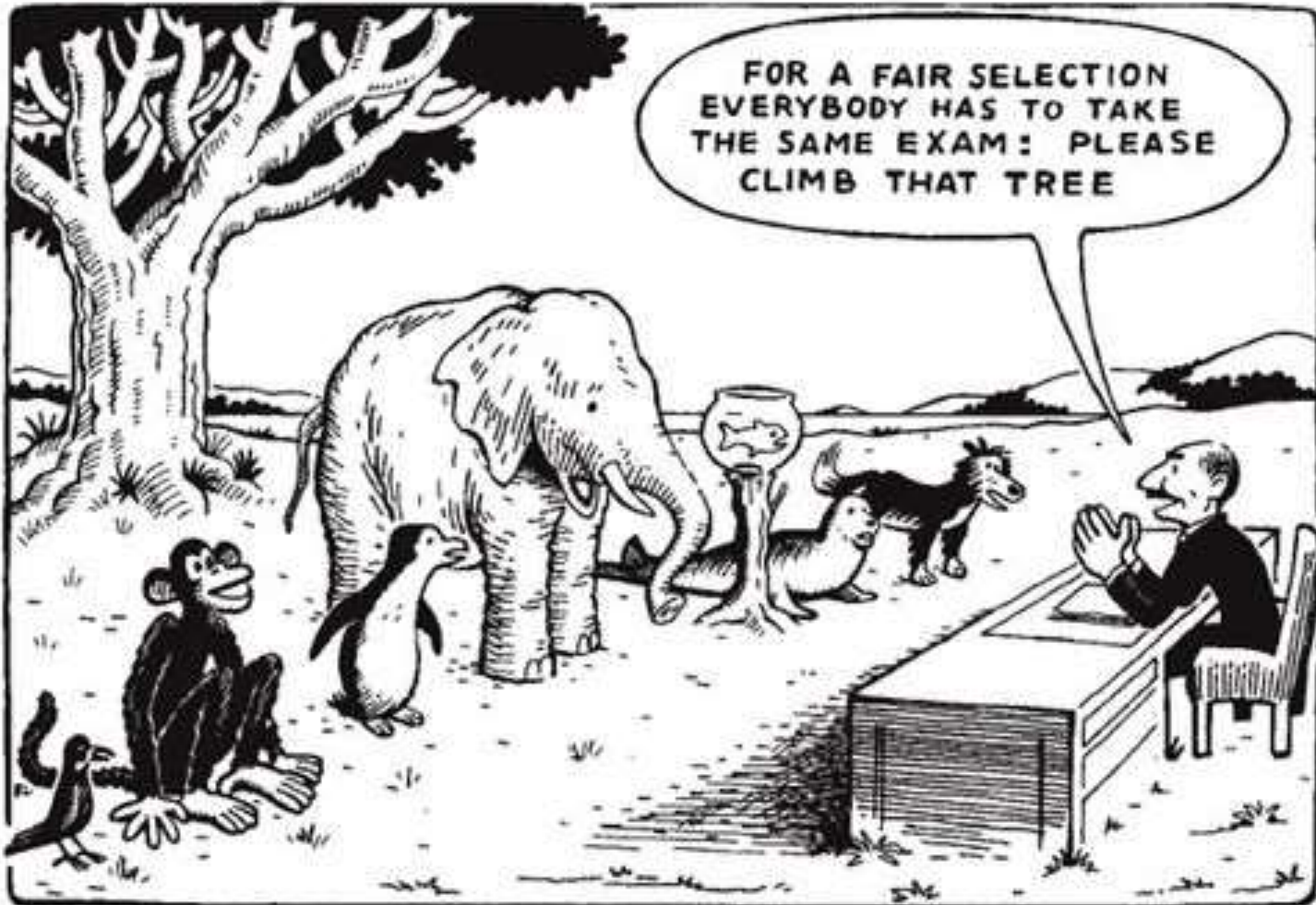
EXPANDING  
UNDERREPRESENTED  
MINORITY  
PARTICIPATION

AMERICA'S SCIENCE AND TECHNOLOGY  
TALENT AT THE CROSSROADS

NATIONAL ACADEMY OF SCIENCES,  
NATIONAL ACADEMY OF ENGINEERING, AND  
INSTITUTE OF MEDICINE  
OF THE NATIONAL ACADEMIES

***A professor must believe a test is not fair before she or he will change it. (Or be compelled to change it.)***

## Believing/Doing





*“One of the things [needed] is simply raising consciousness about who you’re finding success with so that you can then examine--if we’re being successful with this group, but not this group—what we need to do different and not just assume it’s their fault. It’s our responsibility.”*

— **Joseph Garcia,**  
Lieutenant Governor of  
Colorado

# Community College of Aurora Equity Scorecard Evidence Team






<http://www.youtube.com/watch?v=40csmxx6rCs&t=3m55s>



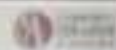


Education

If a student doesn't do well in your course, to what do you attribute this?

A photograph of a panel discussion in a lecture hall. On the left, a man in a white button-down shirt stands with his hands clasped. On the right, a woman in a black dress sits on a chair. In the background, a large projection screen displays a question in a purple rounded rectangle. The audience, seen from behind, is seated at round tables with white tablecloths. The room has dark walls and a stage area.

Laura's Experiments



## Arrow's Story





# Settings for Study of Practitioner Competencies

Settings	Key Constructs for Measurement
Policy Context	Sanctions, Rewards, Data Use
Individual Practitioner	Attitudes, Beliefs, Behavioral Dispositions, Behaviors, Identity
Community of Practice	Trust, “Buy-In,” Effectiveness Cultural artifacts of practice, Collective efficacy, Emotionality
Field of Practice	Norms, Values, Networks, Source of Knowledge Claims, Intercultural Effort

EQUITY

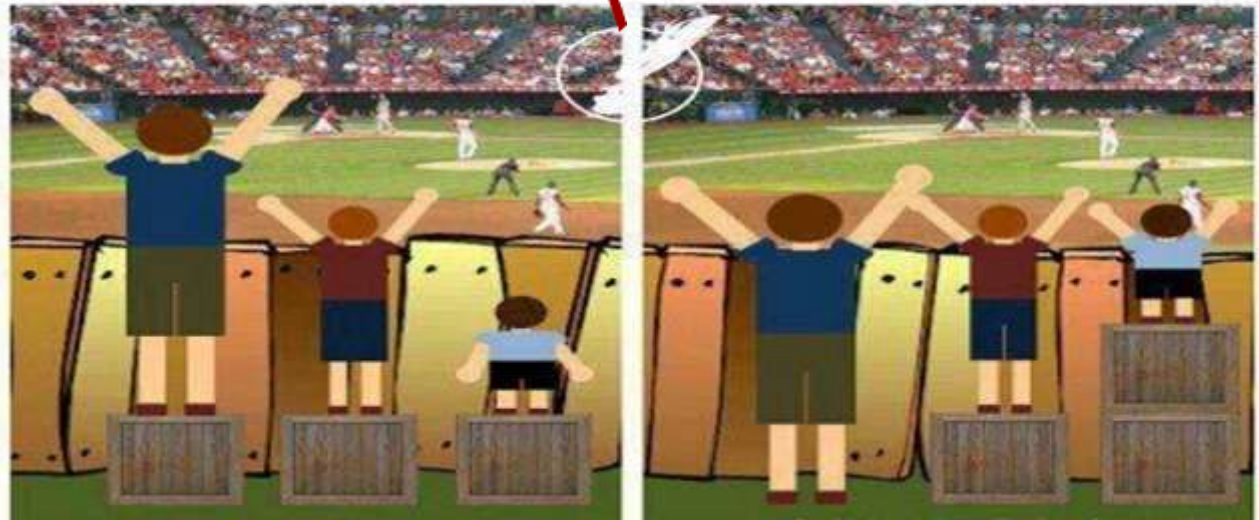


DIVERSITY

Equality



Equity



— ENGAGING —  
THE  
“Race Question”

Accountability and Equity  
in U.S. Higher Education



ALICIA C. DOWD and ESTELA MARA BENSIMON

MULTICULTURAL EDUCATION SERIES. James A. Banks, Editor