McGraw Hill

Equitable Education

Building a Framework for Success in Higher Education

Our Success in Higher Education Framework is comprised of three building blocks that can help institutions take a holistic view of every learner's needs as they work to implement initiatives and empower them to truly pave the way for Equitable Education.

1. Access and Achievement—referring to the student's ability to be admitted, have the financial support and required materials for, and excel academically in higher ed.

2. Being and Belonging—focusing on the students' beliefs that they can be themselves and are a valued member of the institution's community.

3. Cause and Career—recognizing the student's need to find and pursue their purpose while also being prepared for the real world.

We've created a list of questions to help you evaluate where your institution stands against our framework. They are designed to guide you toward a starting point for new initiatives, and to that end, are as simple as ABC.

Access and Achievement
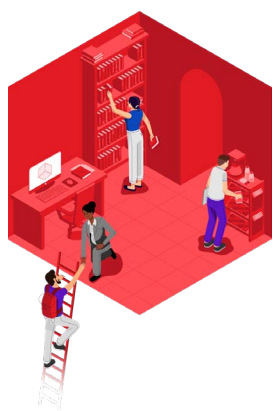
Is your institution making consistent and measurable strides to make access to education available to as many students as possible?

• Are administrators and faculty empowered to make accommodations for students with different academic or lifestyle needs? Is that ability publicized?

• Is every student provided with a learning path that allows them to reach graduation in a timely fashion?

• Are programs that give students easy, immediate, and low-cost access to course materials adequately leveraged?

• Is your institution working on increasing access to education for diverse groups of students?

Being and Belonging

Is accommodation being made for students who have limited time or resources to participate in extracurricular activities?

• Is the diversity of the faculty and administration reflective of the diversity of the student population?

• Are different cultural perspectives and norms equally promoted and respected?

• Are opportunities for formal and informal networking and community building being fostered?

• Do the course materials reflect the diverse range of achievements and experiences of both the student and instructor populations?
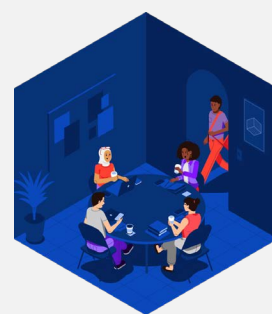
Cause and Career

Is there enough flexibility in academic programs that can help students explore non-traditional careers?

• Are students trained in how to identify—and potentially monetize—their passion projects?

• Are internships, career counseling, and employment plans mandatory components of the curriculum?

• Are students given a set of realistic expectations of compensation levels for jobs related to various majors in a timely enough fashion, so they can make informed career decisions?

• Are students' job skills and availabilities highlighted to employers, and are connections to them actively fostered?

Find out how we're working to achieve success for all in higher education at mheducation.ca »