

Executive Team Meeting Notes
May 3, 2021 | 9:30 – 11:00 am | Room G2 or TEAMS

Members:

Dr. Susan J. Wolff, CEO/Dean	Ms. Toni Quinn, Academic Affairs Coordinator
Dr. Leanne Frost, Executive Director of Instruction	Ms. Carmen Roberts, Executive Director of Operations
Ms. Mary Kay Bonilla, Chief Student Affairs and Human Resources Officer	Mr. Scott Thompson, Director of Communications & Marketing

Guests:

Standing Items

1. Healthy Campus Task Force	Presenter: <i>Dr. Frost</i>	ET Lead: <i>Dr. Frost</i>
A system task force meeting will be held May 5. The campus summer healthy plan will be updated after the system meeting with potential for future changes after the Board of Regents meeting.		
2. COVID Calls	Presenter: <i>Ms. Bonilla</i>	ET Lead: <i>Ms. Bonilla</i>
Town Pump gift cards will be distributed to students to encourage vaccinations over the summer. MUS students can show proof of vaccination at any campus and receive their gift card(s).		
3. HEERF Funding	Presenter: <i>Ms. Bonilla/Ms. Roberts</i>	ET Lead: <i>Ms. Bonilla/Ms. Roberts</i>
Student Emergency Funding: Nothing new to report Institutional Funding Distribution: Nothing new to report		
4. Campus Morale Planning	Presenter: <i>Dr. Wolff</i>	ET Lead: <i>Dr. Wolff</i>
Commencement planning is underway.		

Agenda

**denotes additional documents*

1. Voting on Policy 510.1 - Honoraria and Non-employment Stipend – see attached	Presenter: <i>Ms. Roberts</i>	ET Lead: <i>Ms. Roberts</i>
No comments were received from campus at large. Policy 510.1 was approved by a unanimous vote.		
2. First Review of Student Learning Outcomes Assessment Policy – see attached	Presenter: <i>Ms. Roberts</i>	ET Lead: <i>Ms. Roberts</i>
Mandy Wright has incorporated comments from both faculty and staff senates. ET approved Ms. Roberts sending the policy out for public comment.		
3. Interstate Passport	Presenter: <i>Dr. Frost</i>	ET Lead: <i>Dr. Frost</i>
Interstate Passport is a framework that enables students to transfer 30 credits of Gen Ed courses as a block, signifying they have completed their lower-level general education requirements. It works much like our Certificate of General Studies does within the MUS; although the Passport would not count as a completion/credential for performance-based funding. Commitment is five years; cost is \$2500/year with fee waived for first 2 years due to a WICHE grant. A team would need to work quickly to create the passport transfer block. This would be an additional heavy lift for faculty at a time when we might prefer emphasis on HyFlex and online training. ET voted unanimously not to join at this time but to keep it on our radar down the road.		
4. Accreditation Committee Team Members	Presenter: <i>Dr. Frost</i>	ET Lead: <i>Dr. Frost</i>
Jeri Pullum requested the following as accreditation team members: Mandy Wright, Eleazar Ortega, two recommended faculty, and an ET member who preferably has participated in site visits. Leanne volunteered as the ET member. Ms. Bonilla will provide a Student Services recommendation.		

5. NASH TS3 Equity Convening Follow-up – see attached	Presenter: <i>Dr. Frost</i>	ET Lead: <i>Dr. Frost</i>
<p>The current initiative of NASH (National Association of System Heads) is diversity and inclusion. The recommended model includes a faculty member and student affairs representative as co-chairs. Brie Menut and Josh Archey were suggested. The title should include “inclusion,” not just “diversity.” Ms. Bonilla and Dr. Frost will continue this work.</p>		
6. Graduation Update	Presenter: <i>Ms. Bonilla</i>	ET Lead: <i>Ms. Bonilla</i>
<p>Graduation is Saturday, May 8. Monday, May 3 is the deadline for responses. 104 responses have been received.</p> <p>In the event of inclement weather, the Eagle Feather ceremony will be held indoors and may be moved to Heritage Hall due to the expected number of attendees. Ten feathers will be given out.</p> <p>Kris Hancke (HICs) and Tina Gambhir (HIT) will attend graduation – Mr. Thompson will reach out for possible interviews while they are in town.</p>		
7. Business Prospect	Presenter: <i>Dr. Wolff</i>	ET Lead: <i>Dr. Wolff</i>
<p>Two entrepreneurs are looking at GTF as a site for a data center, tapping into an existing line that runs from Seattle to Chicago. Great Falls’ wind was a plus to harness wind energy for cooling. We have invited them to tour campus and meet with CT faculty.</p>		
8. Other	Presenter: <i>Dr. Wolff</i>	ET Lead: <i>Dr. Wolff</i>
<ul style="list-style-type: none"> • CNA location: Art and Industrial Technology will share B141. CNA program will utilize G117. • Adding programs in phlebotomy and medical assisting were discussed, perhaps as non-credit programs. • A new Chemistry Tech will be hired for fall. This position will be posted in June with an August hire date. • ET discussed the summer enrollment numbers. The summer registration deadline is May 12; July 15 for Respiratory Therapy. • Mr. Thompson is working on a video of three dental students. 		



SUBJECT: 500 Financial Affairs

POLICY: 510.1 Honoraria and Non-employment Stipends

RELATED PROCEDURE: 510.1.1

EFFECTIVE:

REVISED:

REVIEWED:

Introduction and Purpose

The policy differentiates an honorarium and a non-employment stipend. The person authorizing either will request payment using the appropriate form.

Policy

Honorarium:

An honorarium is a gift or expression of gratitude to an individual for services, typically for a one-time lecture, speech, or appearance, who do not charge a fee for their service. They are modest in nature and may be monetary or in the form of a gift. The College does not make charitable contributions to organizations in lieu of an honorarium payment. The honorarium payment and the amount are both discretionary. The amount of an honorarium should not be geared to lost fees or wages, or other expenses.

Examples include:

- A special one-time lecture
- Serving as a guest speaker at outreach events or presentation
- Appearance at an event by a recognized authority in a particular field of expertise
- Panelist for a workshop
- Performing artist

Example when an honorarium is not used include:

- Payment to independent contractors or consultants.

Stipend for Non-College Employees:

A stipend is a fixed sum of money paid for services rendered over an established timeframe.

Examples include:

- Non-employment Stipends for the Native American Enrichment Center
- Certain non-federal grants supporting student activity for a specific purpose

Related Forms/Manuals

Requisition Order

IRS form W-9



SUBJECT: Academic Affairs

POLICY: Student Learning Outcomes Assessment

RELATED PROCEDURE:

EFFECTIVE:

REVISED:

REVIEWED:

Introduction and Purpose

The purpose of this policy is to articulate the function of student learning outcomes assessment at Great Falls College and to clarify campus stakeholders' roles and responsibilities in carrying out student learning outcomes assessment.

The college encourages a flexible, iterative approach that allows programs and departments to assess student learning in a manner that best fits their goals and unique roles within the institution, while adhering to campus policies and procedures. We believe that effective assessment leads to two critical outcomes: using assessment results to inform decisions and creating a shared understanding of learning goals to enhance and improve curricula, teaching, and learning.

Policy

The college follows a collaborative approach to assessment, with departments and programs responsible for assessing general education or programmatic outcomes, as well as the institutional learning outcomes (College Learning Outcomes). The college's student learning assessment process furthers two primary goals: 1) helping departments and programs make decisions about curricula and instructional practices to ensure student success, and 2) providing data to support institutional effectiveness, in conjunction with guidelines published by the Northwest Commission on Colleges and Universities.

Faculty Role

Faculty assess student learning at the course level and are the driving force behind effective program-level assessment, as well as assessment of the College Learning Outcomes. Faculty are expected to participate in the assessment activities of their departments/programs in the following ways:

- assessing student learning at the course level using both formative and summative methods;
- identifying course-level assessments that document achievement of program and institutional learning outcomes;
- collecting, documenting, and reporting course-level assessment data to support programmatic and institutional assessment, as outlined in assessment plans;
- participating in annual reviews of department/program learning goals and assessment plans;
- participating in annual reviews of department/program assessment results and the resulting decision-making process;
- revising course content, assessments, and/or instructional practices based on student learning assessment results;
- participating in professional development activities to deepen their understanding of effective outcomes-based assessment practices and instructional design.

Department/Program Role

Department chairs and program directors take an active role in guiding faculty participating in the assessment process. This includes:

- ensuring that courses are accurately aligned with program outcomes and institutional outcomes, as reflected on the department/program assessment plan;
- identifying and referring faculty who need mentoring and support in carrying out the assessment process;



- leading the review and revision of annual reports, including following up on goals to improve effectiveness;
- reporting assessment plan changes to the director of teaching and learning innovation.

Student Learning Assessment Committee Role

The Student Learning Assessment Committee is comprised of faculty representatives from all academic divisions and is chaired by the director of teaching and learning innovation. The committee serves as champions of outcomes-based student learning assessment, promoting its importance to the college mission and supporting ongoing and effective assessment practices by educating and mentoring faculty. The Student Learning Assessment Committee's responsibilities include:

- helping the director of teaching and learning innovation to guide the campus assessment process;
- reviewing and providing collaborative peer feedback on assessment reports;
- mentoring faculty colleagues in applying effective outcomes-based assessment practices.

Administration Role

The director of teaching and learning innovation is responsible for guiding campus student learning assessment efforts, drafting program and institutional assessment reports based on course reflection data, reporting to CPBAC, and mentoring faculty who need support with the assessment process and/or instructional practices. The campus administration recognizes and supports faculty participation in assessment activities, supporting the foundational principle that student learning assessment is an iterative process leading to continuous improvement. Broadly, leadership at the divisional and executive levels:

- encourages faculty to accurately document and report assessment results, including both strengths and weaknesses. Assessment results are never viewed punitively and results demonstrating the need for improvement are viewed as an opportunity;
- accepts recommendations for improvement based on assessment data;
- supports the use of assessment data to make decisions that improve student learning and success, including allocating resources, e.g., time, people, funds, to make those improvements.

Definitions

Great Falls College MSU recognizes assessment as a systematic process of gathering, interpreting, and acting upon student learning data to promote growth and improvement in teaching and learning practices at the course, programmatic, and institutional levels. The essential question examined through student learning assessment is, "Is our curriculum working and how do we know?"

Related Forms/Manuals

Further information and current forms can be found on the assessment website at <http://www.gfcmsu.edu/about/assessment/index.html>.

NASH Equity Action Framework

Tools for assessing and advancing higher education system progress toward adoption of essential equity practices

NASH Statement on Equity and Anti-Racism

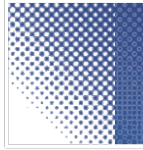
NASH recognizes that state systems of higher education have a particular responsibility to confront longstanding systemic inequity and visibly stand for the values of inclusive excellence. In addition to identifying and removing barriers to equity, systems and their constituent campuses should be anti-racist. By definition, systemic and institutionalized problems have to be tackled by systems and the institutions in them—explicitly and head-on. Equity is measurable and should be attended to along the student success continuum, ensuring access to and completion of quality education programs across student populations, disaggregated whenever possible by protected status including race/ethnicity, religion, income, gender, gender identity, sexual orientation, ability, first-generation, and veteran status.

Universities must allow their students and faculty the freedom to express contrary, even objectionable, views while also condemning racism, anti-Semitism, Islamophobia, and other hateful ideologies that marginalize people. These are complex matters but universities, above all other places, must be places that encourage open debate and the questioning of orthodoxies.

As an association of systems, we also view this work through the lens of “systemness”—recognizing that this vital agenda is more than the responsibility of any individual institution—it is, instead, the collective responsibility of all institutions.

NASH recognizes that equity and quality learning are intertwined foundational elements in all that we do. NASH embraces higher education as the most powerful force in society to create a more just and equitable future for all. We advance the important elements of equity-mindedness by:

- Providing relevant supports to ensure that students of all backgrounds are not only welcomed but achieve high success outcomes, with particular focus on those from underserved communities including Black, Latinx, Indigenous and low-income populations;
- Creating a culture of institutional and system responsibility for inclusive excellence among all faculty, staff, and students to identify, name and dismantle racism, discrimination and other systemic barriers to student success;
- Addressing root causes of inequities and racism, not just their manifestations;
- Eliminating policies, practices, attitudes and cultural messages that 1) reinforce or fail to eliminate differential experiences and outcomes by identity; and 2) perpetuate racism and oppression of minoritized populations; and
- Ensuring students experience equitable treatment as they move among institutions.



NASH Equity Action Framework

With the Equity Action Framework, NASH is working intentionally to expand the equity lens that is core to its mission. Recognizing that systems and their campuses are at different stages in this work, this tool will enable higher education systems to assess their progress toward, and act on the adoption and integration of essential equity practices. The framework is designed to promote explicit and sustained engagement with equity, inviting NASH members to look deeply into the mirror in order to examine and act on the role of university systems in addressing systemic inequities that are institutionalized, however unintentionally, within our colleges and universities that so many have worked hard and long to make bastions of student access, opportunity and success. Ultimately, the changes needed will require a significant culture shift. Fearlessly honest discussion may help bring about this change, and we encourage people to approach these efforts with courage rather than shame and guilt.

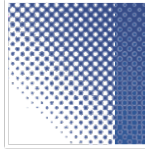
NASH defines equity in line with Lumina Foundation’s Equity Imperative: *“Equity is the recognition and analysis of historic, persistent factors that have created an unequal postsecondary education system.”*¹ In its explicit and sustained engagement with equity, NASH intends its efforts to be inclusive of anti-racism, while recognizing distinctions between the two. NASH adopts the anti-racism definition issued by the National Action Committee on the Status of Women: the *“active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.”*²

The Equity Action Framework is designed to be student-centric and flexible; it seeks to encompass a broad spectrum of system and campus activity. **The framework is organized around nine categories—essential equity practices—for self-assessment and action: 1) public commitment, 2) leadership, 3) data, 4) policy, 5) curriculum and co-curriculum, 6) student success interventions and treatment, 7) faculty and staff hiring, retention, promotion, and rewards, 8) professional development, and 9) community engagement.** The following scale is provided to rate how systematically each sub-practice is implemented at the system and offers questions to consider during the assessment. These are designed to guide concrete actions and next steps to advance the work.

Scale of Adoption	Definition
Not Present	System currently not following this practice
Beginning	Practice present in limited ways in the system administration/office and on some campuses
Emerging	Practice present in the system administration/office and on a majority of campuses and plans exist to scale activities and build frameworks for campus collaboration
Established	Practice implemented broadly within the system administration/office and with some cross-campus collaboration, but significant areas for improvement exist
Systemness	Practice implemented across the system and at depth that reflects core system priority and supports collaboration and sharing of resources across campuses

¹ Lumina Foundation's Equity Imperative, 2020. <https://www.luminafoundation.org/wp-content/uploads/2020/01/lumina-commitment-to-racial-equity-1.pdf>

² National Action Committee on the Status of Women International Perspectives: Women and Global Solidarity. <https://www.umass.edu/provost/resources/all-resources/faculty-diversity/anti-racism-resources>



There are multiple ways that systems and institutions can engage with this tool. While the framework seeks to be comprehensive in the essential equity practices and dimensions of system work that are included, we recognize that its comprehensiveness may be daunting and that equity is almost always a work-in-progress. Most systems will be able to point to strong practice in many of the categories, with perhaps less activity in others. A starting point might be to assemble a core team within the system administration to complete all or several categories of the assessment to ensure that those with relevant knowledge of your system’s equity practices and policies are included. Once a diverse, inclusive core team has completed the assessment, members should then engage others at the system in conversation about the results, beginning with the system head and her/his cabinet and followed by a broader group of staff, offices and units. Systems might also engage cross-campus or cross-sector teams together to address specific areas of focus, such as student success. Another approach would be for leadership at all levels to engage teams through all or several categories, from presidents and chancellors, to chief academic officers and provosts, to office and unit heads. Ideally these discussions should help refine the assessment, build shared understanding of the ways the system does and does not support equity and anti-racism, and—importantly—lead to specific actions and improvements. The tool is not a report or score card; it is designed to engender change and action. For more information on how to use the tool, please see the FAQ.

This framework advances the important elements of equity-mindedness by providing system-level approaches to ensure that students of all backgrounds are not only welcomed but achieve high success outcomes, with particular focus on those from underserved communities including Black, Latinx, Indigenous and low-income populations. As you consider the framework in the context of your system, it will be important to define the underserved communities in your region and state. Rather than spend time dissecting the terms used in the framework, we suggest that you think about the student groups that your system aims to better support; those where the equity gaps and the need for intentional solutions are the greatest.

The NASH Equity Framework is inspired by the work of Estela Mara Bensimon, the Center for Urban Education, Shaun Harper, the American Association of Colleges and Universities, Excelencia in Education, Lumina Foundation, the Aspen Institute College Excellence Program and the Community College Research Center at Columbia University, the New England Resource Center for Higher Education, and our member systems.

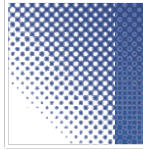




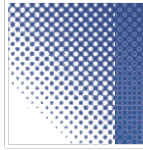
Student Success Interventions and Treatments

How the system supports institutions in designing, delivering and assessing equity-centered student success programs to ensure equitable access, participation and completion

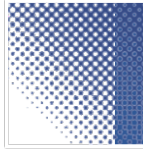
ESSENTIAL EQUITY PRACTICE #6: STUDENT SUCCESS INTERVENTIONS AND TREATMENTS	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
<p>a. Student success interventions and treatments are an important component of the system’s commitment to equitable access, participation and outcomes for students from underserved communities, including Black, Latinx, Indigenous and low-income populations</p>	<p><input type="checkbox"/> Not Present</p> <p><input type="checkbox"/> Beginning</p> <p><input type="checkbox"/> Emerging</p> <p><input type="checkbox"/> Established</p> <p><input type="checkbox"/> Systemness</p>	<ul style="list-style-type: none"> • Does the system articulate goals for student success interventions as part of a strategic plan to close equity gaps? • Is the student success agenda set system-wide? • Does the system communicate expectations for equitable access, participation and outcomes in student success programs for students from underserved communities? • Does the system hold institutions accountable to ensure that this commitment is visible and operationalized with appropriate evidence? • Does the system contribute to national student success initiatives? 		



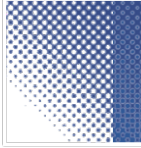
ESSENTIAL EQUITY PRACTICE #6: STUDENT SUCCESS INTERVENTIONS AND TREATMENTS	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
<p>b. System provides support to institutions to develop, implement and assess high-impact student success interventions and treatments</p>	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness	<ul style="list-style-type: none"> • Does the system coordinate student success initiatives across the system? • Does the system leverage and distribute resources to institutions in support of equity-centered student support programs? • Does the system distribute resources equitably, to those institutions that need more support in terms of student populations, size, capacity? • Does the system convene and/or provide professional development to student success program leads? • Does the system have a process for bringing successful programs to scale? 		
<p>c. System expects institutions to consider input from diverse stakeholders in the design and implementation of student success programs and interventions</p>	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness	<ul style="list-style-type: none"> • Are there regular meetings between student and academic affairs? • Are students brought into the design, implementation and assessment process? 		



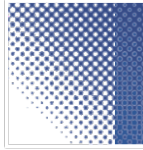
ESSENTIAL EQUITY PRACTICE #6: STUDENT SUCCESS INTERVENTIONS AND TREATMENTS	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
<p>d. System provides periodic review and/or assessment of institutions' academic supports and services</p>	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness	<ul style="list-style-type: none"> • Does the system have a process to regularly review institutions' academic support services? • Do these support resources include both faculty and student affairs? • How is data collected and used? • Does the system have a process for bringing successful programs to scale? 		
<p>e. System-wide recruitment and admissions policies intentionally consider the assets and challenges of student from underserved communities</p>	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness	<ul style="list-style-type: none"> • Are system-wide recruitment programs designed to reach students from underserved communities? • Do system-wide admissions requirements take into account variations in opportunities for students from specific demographic groups? • Does the system support admissions policies that consider holistic approaches, valuing the full range of potential contributions from individual students? 		



ESSENTIAL EQUITY PRACTICE #6: STUDENT SUCCESS INTERVENTIONS AND TREATMENTS	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
<p>f. System-wide developmental education and transfer policies are responsive to the challenges of students from underserved communities</p>	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness	<ul style="list-style-type: none"> • Are barriers for specific student populations considered and addressed? • Does the system have a process for bringing successful programs to scale? • How often does the system review developmental education and transfer programs? • What kind of data is used to review programs, and how is it used and acted on? • Are there incentives for effective programs or consequences for ineffective programs? 		
<p>g. System recognizes and rewards institutions that outpace their national institutional peers in improving or eliminating equity gaps for students from underserved communities</p>	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness	<ul style="list-style-type: none"> • Does the system have a mechanism for identifying institutional peers? • Does the system have a mechanism for recognizing, rewarding and providing scaling support for institutions that outpace peers in eliminating equity gaps? • Does the system hold institutions accountable to short and long-term goals and plans? 		



ESSENTIAL EQUITY PRACTICE #6: STUDENT SUCCESS INTERVENTIONS AND TREATMENTS	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
h. System specific element:	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness	•		



Selected Resources

You may [view the entire framework here](#).

General

- NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity and Inclusion in Higher Education. New England Resource Center for Higher Education, University of Massachusetts Boston, 2016: https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf
- From Equity Talk to Equity Walk; Expanding Practitioner Knowledge for Racial Justice in Higher Education. Tia McNair Brown, Estela Mara Bensimon & Lindsey Malcom-Piques. Jossey-Bass, 2020.
- An Unpaid Debt: The Case for Racial Equity in Higher Education. Change Magazine 52:2, 2020 (entire issue).
- Step Up & Lead for Equity: What Higher Education Can Do to Reverse Our Deepening Divides. American Association of Colleges and Universities, 2016: <https://secure.aacu.org/imis/ItemDetail?iProductCode=E-GMSSU&Category=>
- Seal of Excelencia Framework. Excelencia in Education, 2020: <https://www.edexcelencia.org/seal-excelencia>
- Campus Pride Index; National Listing of LGBTQ-Friendly Colleges and Universities, Campus Pride 2007: <http://www.campusprideindex.org/>

Student Success Interventions and Treatment

- The USC Race & Equity Center administers a campus climate survey to undergraduates focused on equity, diversity and inclusion: <https://race.usc.edu/colleges/>



NASH Equity Action Framework

Tools for assessing and advancing higher education system progress toward adoption of essential equity practices

NASH Statement on Equity and Anti-Racism

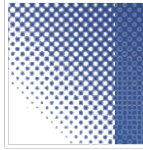
NASH recognizes that state systems of higher education have a particular responsibility to confront longstanding systemic inequity and visibly stand for the values of inclusive excellence. In addition to identifying and removing barriers to equity, systems and their constituent campuses should be anti-racist. By definition, systemic and institutionalized problems have to be tackled by systems and the institutions in them—explicitly and head-on. Equity is measurable and should be attended to along the student success continuum, ensuring access to and completion of quality education programs across student populations, disaggregated whenever possible by protected status including race/ethnicity, religion, income, gender, gender identity, sexual orientation, ability, first-generation, and veteran status.

Universities must allow their students and faculty the freedom to express contrary, even objectionable, views while also condemning racism, anti-Semitism, Islamophobia, and other hateful ideologies that marginalize people. These are complex matters but universities, above all other places, must be places that encourage open debate and the questioning of orthodoxies.

As an association of systems, we also view this work through the lens of “systemness”—recognizing that this vital agenda is more than the responsibility of any individual institution—it is, instead, the collective responsibility of all institutions.

NASH recognizes that equity and quality learning are intertwined foundational elements in all that we do. NASH embraces higher education as the most powerful force in society to create a more just and equitable future for all. We advance the important elements of equity-mindedness by:

- Providing relevant supports to ensure that students of all backgrounds are not only welcomed but achieve high success outcomes, with particular focus on those from underserved communities including Black, Latinx, Indigenous and low-income populations;
- Creating a culture of institutional and system responsibility for inclusive excellence among all faculty, staff, and students to identify, name and dismantle racism, discrimination and other systemic barriers to student success;
- Addressing root causes of inequities and racism, not just their manifestations;
- Eliminating policies, practices, attitudes and cultural messages that 1) reinforce or fail to eliminate differential experiences and outcomes by identity; and 2) perpetuate racism and oppression of minoritized populations; and
- Ensuring students experience equitable treatment as they move among institutions.



NASH Equity Action Framework

With the Equity Action Framework, NASH is working intentionally to expand the equity lens that is core to its mission. Recognizing that systems and their campuses are at different stages in this work, this tool will enable higher education systems to assess their progress toward, and act on the adoption and integration of essential equity practices. The framework is designed to promote explicit and sustained engagement with equity, inviting NASH members to look deeply into the mirror in order to examine and act on the role of university systems in addressing systemic inequities that are institutionalized, however unintentionally, within our colleges and universities that so many have worked hard and long to make bastions of student access, opportunity and success. Ultimately, the changes needed will require a significant culture shift. Fearlessly honest discussion may help bring about this change, and we encourage people to approach these efforts with courage rather than shame and guilt.

NASH defines equity in line with Lumina Foundation’s Equity Imperative: *“Equity is the recognition and analysis of historic, persistent factors that have created an unequal postsecondary education system.”*¹ In its explicit and sustained engagement with equity, NASH intends its efforts to be inclusive of anti-racism, while recognizing distinctions between the two. NASH adopts the anti-racism definition issued by the National Action Committee on the Status of Women: the *“active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.”*²

The Equity Action Framework is designed to be student-centric and flexible; it seeks to encompass a broad spectrum of system and campus activity. **The framework is organized around nine categories—essential equity practices—for self-assessment and action: 1) public commitment, 2) leadership, 3) data, 4) policy, 5) curriculum and co-curriculum, 6) student success interventions and treatment, 7) faculty and staff hiring, retention, promotion, and rewards, 8) professional development, and 9) community engagement.** The following scale is provided to rate how systematically each sub-practice is implemented at the system and offers questions to consider during the assessment. These are designed to guide concrete actions and next steps to advance the work.

Scale of Adoption	Definition
Not Present	System currently not following this practice
Beginning	Practice present in limited ways in the system administration/office and on some campuses
Emerging	Practice present in the system administration/office and on a majority of campuses and plans exist to scale activities and build frameworks for campus collaboration
Established	Practice implemented broadly within the system administration/office and with some cross-campus collaboration, but significant areas for improvement exist
Systemness	Practice implemented across the system and at depth that reflects core system priority and supports collaboration and sharing of resources across campuses

¹ Lumina Foundation's Equity Imperative, 2020. <https://www.luminafoundation.org/wp-content/uploads/2020/01/lumina-commitment-to-racial-equity-1.pdf>

² National Action Committee on the Status of Women International Perspectives: Women and Global Solidarity. <https://www.umass.edu/provost/resources/all-resources/faculty-diversity/anti-racism-resources>

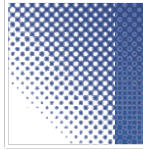


There are multiple ways that systems and institutions can engage with this tool. While the framework seeks to be comprehensive in the essential equity practices and dimensions of system work that are included, we recognize that its comprehensiveness may be daunting and that equity is almost always a work-in-progress. Most systems will be able to point to strong practice in many of the categories, with perhaps less activity in others. A starting point might be to assemble a core team within the system administration to complete all or several categories of the assessment to ensure that those with relevant knowledge of your system’s equity practices and policies are included. Once a diverse, inclusive core team has completed the assessment, members should then engage others at the system in conversation about the results, beginning with the system head and her/his cabinet and followed by a broader group of staff, offices and units. Systems might also engage cross-campus or cross-sector teams together to address specific areas of focus, such as student success. Another approach would be for leadership at all levels to engage teams through all or several categories, from presidents and chancellors, to chief academic officers and provosts, to office and unit heads. Ideally these discussions should help refine the assessment, build shared understanding of the ways the system does and does not support equity and anti-racism, and—importantly—lead to specific actions and improvements. The tool is not a report or score card; it is designed to engender change and action. For more information on how to use the tool, please see the FAQ.

This framework advances the important elements of equity-mindedness by providing system-level approaches to ensure that students of all backgrounds are not only welcomed but achieve high success outcomes, with particular focus on those from underserved communities including Black, Latinx, Indigenous and low-income populations. As you consider the framework in the context of your system, it will be important to define the underserved communities in your region and state. Rather than spend time dissecting the terms used in the framework, we suggest that you think about the student groups that your system aims to better support; those where the equity gaps and the need for intentional solutions are the greatest.

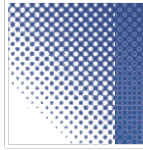
The NASH Equity Framework is inspired by the work of Estela Mara Bensimon, the Center for Urban Education, Shaun Harper, the American Association of Colleges and Universities, Excelencia in Education, Lumina Foundation, the Aspen Institute College Excellence Program and the Community College Research Center at Columbia University, the New England Resource Center for Higher Education, and our member systems.



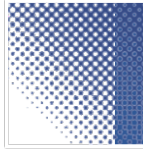


Data
How the system ensures that data collection, analysis and transparency are equity-informed and actionable across the system and institutions

ESSENTIAL EQUITY PRACTICE #3: DATA	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
<p>a. Equity and student success are fundamental components of the system’s overall approach to data planning</p>	<p><input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness</p>	<ul style="list-style-type: none"> • To what degree do the concepts of equity or student success inform the way the system designs, collects, analyzes, and disseminates various equity- and student success-related data? • To what degree are system data planning processes undertaken with the explicit goal of identifying and eliminating educational inequities? Or with the explicit goal of advancing educational equity? • Do system data planning processes take into consideration which groups or individuals will benefit from their data analyses? Or which groups or individuals may be harmed based on how the data are interpreted? • Do system data planning processes include the participation of community members or other institutional experts in determining which issues will be explored or what questions will be asked? If no, why not? • Do system data planning processes allow for a serious exploration of 		



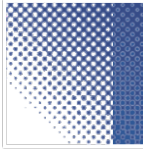
ESSENTIAL EQUITY PRACTICE #3: DATA	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
		<p>implicit biases that may impact how data are collected, interpreted and ultimately used?</p> <ul style="list-style-type: none"> • Are system staff trained in how to apply an equity lens to their data work? 		
<p>b. System utilizes various forms of data that allow for an interrogation of equity gaps, their root causes, and the potential actions that can be taken to eliminate them</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness 	<ul style="list-style-type: none"> • What kinds of data does the system collect currently? Is it quantitative? Qualitative? A mix? • What does this data tell us about how the system is faring in their efforts to advance equity across its institutions? • To what degree is system data effective in helping people develop strategies that advance equity or close equity gaps? • Are there other forms of data the system might use in the identification of equity gaps and ways to eliminate them? • Who determines what kinds of data the system will collect and report on? Who else might be brought to the table to help define what kinds of data should be collected? 		



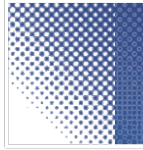
ESSENTIAL EQUITY PRACTICE #3: DATA	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
<p>c. System uses equity-oriented and inclusive practices in the gathering and collecting of data</p>	<p> <input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness </p>	<ul style="list-style-type: none"> • Does the system’s data collection agenda rely primarily on the acquisition of quantitative data? Is any qualitative data gathered to help provide a more holistic and humanistic view of the lives that are represented in system data? • In what ways does the system contextualize the data it gathers? Is it presented on its own without any context or discussion or is it presented alongside other kinds of information that help us understand the larger social, educational, and historical conditions that might be at play? • Do the system’s data collection practices include the gathering of information related to policy, research, resources, services or practice? • Who is included in discussions of which data should be collected or gathered? Is it limited to system staff or does it include other relevant stakeholders? What others should be included in these discussions? What important perspectives would they bring to the table that are currently missing? • Do discussions of data collection touch upon implicit bias, 		



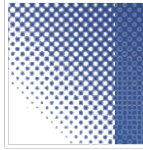
ESSENTIAL EQUITY PRACTICE #3: DATA	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
		<p>stereotypes or deficit-minded thinking? Are staff encouraged to reflect upon and question if these negative mindsets are influencing their decision-making related to data gathering?</p> <ul style="list-style-type: none"> • Are system staff trained in identifying these negative mindsets in their data collection work and how to mitigate their overall impact? 		
<p>d. System is intentional in its application of an equity lens to inform the way it conducts data analyses, generates conclusions, and creates recommendations</p>	<p> <input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness </p>	<ul style="list-style-type: none"> • Does the system have an agreed-upon set of practices that it uses to mine data for equity gaps or racial inequities? • For example, is system data routinely disaggregated by race and ethnicity? • Is system data routinely disaggregated by intersectional identities (e.g. looking at race by gender) ? • In its analysis of educational outcomes, does the system acknowledge the larger social or historical conditions that may be contributing to the inequities or disparities seen in the data? Or does it leave these conditions out altogether in the interpretations of findings? 		



ESSENTIAL EQUITY PRACTICE #3: DATA	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
		<ul style="list-style-type: none"> • Does the system intentionally look to different comparison groups when analyzing its findings? Or does it default to using White groups or outcomes as the standard by which all other groups and outcomes are compared? • To what degree are system data analyzed with the intent to drive change and eliminate equity gaps? • Do system analyses empower campus and community professionals to use the data to improve their work? 		



ESSENTIAL EQUITY PRACTICE #3: DATA	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
<p>e. System data reporting and dissemination practices take into account the needs of the diverse audiences they must communicate with</p>	<p> <input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness </p>	<ul style="list-style-type: none"> • What kinds of data reports are shared by the system? Who are the primary audiences these reports are created for? • Are there others who should be receiving system data reports but currently do not? • Does the system use a variety of reporting forms—written documents, infographics, data visualizations or websites—or does it rely on one form of output? • Are the reports that the system provides for its various audiences easy to access? Easy to understand? • Is the system clear about the limits of what its reports can speak to and what they cannot? • Prior to dissemination, does the system take into consideration the impact their reports will have on the individuals or groups referenced in their findings? 		



ESSENTIAL EQUITY PRACTICE #3: DATA	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
f. Data are routinely used in the creation of systemwide and institutional equity goals with meaningful metrics	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness	<ul style="list-style-type: none"> • Has the system reinforced its commitment to eliminating equity gaps through data-driven goals? • Are specific metrics designed to track and assess progress towards these goals? • Is progress towards these goals recognized in strategic planning and resource allocation? • Are these data used to ensure accountability for meeting system or institutional equity goals? 		
g. System specific element:	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness	<ul style="list-style-type: none"> • 		



Selected Resources

You may [view the entire framework here](#).

General

- NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity and Inclusion in Higher Education. New England Resource Center for Higher Education, University of Massachusetts Boston, 2016: https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf
- From Equity Talk to Equity Walk; Expanding Practitioner Knowledge for Racial Justice in Higher Education. Tia McNair Brown, Estela Mara Bensimon & Lindsey Malcom-Piques. Jossey-Bass, 2020.
- An Unpaid Debt: The Case for Racial Equity in Higher Education. Change Magazine 52:2, 2020 (entire issue).
- Step Up & Lead for Equity: What Higher Education Can Do to Reverse Our Deepening Divides. American Association of Colleges and Universities, 2016: <https://secure.aacu.org/imis/ItemDetail?iProductCode=E-GMSSU&Category=>
- Seal of Excelencia Framework. Excelencia in Education, 2020: <https://www.edexcelencia.org/seal-excelencia>
- Campus Pride Index; National Listing of LGBTQ-Friendly Colleges and Universities, Campus Pride 2007: <http://www.campusprideindex.org/>

Data

- A Toolkit for Centering Racial Equity Throughout Data Integration: <https://www.aisp.upenn.edu/centering-equity/#:~:text=A%20Toolkit%20for%20Centering%20Racial%20Equity%20Throughout%20Data,community%20needs%2C%20improve%20service%2C%20and%20build%20stronger%20communities>



NASH Equity Action Framework

Tools for assessing and advancing higher education system progress toward adoption of essential equity practices

NASH Statement on Equity and Anti-Racism

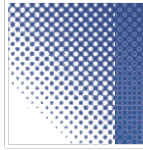
NASH recognizes that state systems of higher education have a particular responsibility to confront longstanding systemic inequity and visibly stand for the values of inclusive excellence. In addition to identifying and removing barriers to equity, systems and their constituent campuses should be anti-racist. By definition, systemic and institutionalized problems have to be tackled by systems and the institutions in them—explicitly and head-on. Equity is measurable and should be attended to along the student success continuum, ensuring access to and completion of quality education programs across student populations, disaggregated whenever possible by protected status including race/ethnicity, religion, income, gender, gender identity, sexual orientation, ability, first-generation, and veteran status.

Universities must allow their students and faculty the freedom to express contrary, even objectionable, views while also condemning racism, anti-Semitism, Islamophobia, and other hateful ideologies that marginalize people. These are complex matters but universities, above all other places, must be places that encourage open debate and the questioning of orthodoxies.

As an association of systems, we also view this work through the lens of “systemness”—recognizing that this vital agenda is more than the responsibility of any individual institution—it is, instead, the collective responsibility of all institutions.

NASH recognizes that equity and quality learning are intertwined foundational elements in all that we do. NASH embraces higher education as the most powerful force in society to create a more just and equitable future for all. We advance the important elements of equity-mindedness by:

- Providing relevant supports to ensure that students of all backgrounds are not only welcomed but achieve high success outcomes, with particular focus on those from underserved communities including Black, Latinx, Indigenous and low-income populations;
- Creating a culture of institutional and system responsibility for inclusive excellence among all faculty, staff, and students to identify, name and dismantle racism, discrimination and other systemic barriers to student success;
- Addressing root causes of inequities and racism, not just their manifestations;
- Eliminating policies, practices, attitudes and cultural messages that 1) reinforce or fail to eliminate differential experiences and outcomes by identity; and 2) perpetuate racism and oppression of minoritized populations; and
- Ensuring students experience equitable treatment as they move among institutions.



NASH Equity Action Framework

With the Equity Action Framework, NASH is working intentionally to expand the equity lens that is core to its mission. Recognizing that systems and their campuses are at different stages in this work, this tool will enable higher education systems to assess their progress toward, and act on the adoption and integration of essential equity practices. The framework is designed to promote explicit and sustained engagement with equity, inviting NASH members to look deeply into the mirror in order to examine and act on the role of university systems in addressing systemic inequities that are institutionalized, however unintentionally, within our colleges and universities that so many have worked hard and long to make bastions of student access, opportunity and success. Ultimately, the changes needed will require a significant culture shift. Fearlessly honest discussion may help bring about this change, and we encourage people to approach these efforts with courage rather than shame and guilt.

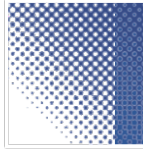
NASH defines equity in line with Lumina Foundation’s Equity Imperative: *“Equity is the recognition and analysis of historic, persistent factors that have created an unequal postsecondary education system.”*¹ In its explicit and sustained engagement with equity, NASH intends its efforts to be inclusive of anti-racism, while recognizing distinctions between the two. NASH adopts the anti-racism definition issued by the National Action Committee on the Status of Women: the *“active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.”*²

The Equity Action Framework is designed to be student-centric and flexible; it seeks to encompass a broad spectrum of system and campus activity. **The framework is organized around nine categories—essential equity practices—for self-assessment and action: 1) public commitment, 2) leadership, 3) data, 4) policy, 5) curriculum and co-curriculum, 6) student success interventions and treatment, 7) faculty and staff hiring, retention, promotion, and rewards, 8) professional development, and 9) community engagement.** The following scale is provided to rate how systematically each sub-practice is implemented at the system and offers questions to consider during the assessment. These are designed to guide concrete actions and next steps to advance the work.

Scale of Adoption	Definition
Not Present	System currently not following this practice
Beginning	Practice present in limited ways in the system administration/office and on some campuses
Emerging	Practice present in the system administration/office and on a majority of campuses and plans exist to scale activities and build frameworks for campus collaboration
Established	Practice implemented broadly within the system administration/office and with some cross-campus collaboration, but significant areas for improvement exist
Systemness	Practice implemented across the system and at depth that reflects core system priority and supports collaboration and sharing of resources across campuses

¹ Lumina Foundation's Equity Imperative, 2020. <https://www.luminafoundation.org/wp-content/uploads/2020/01/lumina-commitment-to-racial-equity-1.pdf>

² National Action Committee on the Status of Women International Perspectives: Women and Global Solidarity. <https://www.umass.edu/provost/resources/all-resources/faculty-diversity/anti-racism-resources>



There are multiple ways that systems and institutions can engage with this tool. While the framework seeks to be comprehensive in the essential equity practices and dimensions of system work that are included, we recognize that its comprehensiveness may be daunting and that equity is almost always a work-in-progress. Most systems will be able to point to strong practice in many of the categories, with perhaps less activity in others. A starting point might be to assemble a core team within the system administration to complete all or several categories of the assessment to ensure that those with relevant knowledge of your system's equity practices and policies are included. Once a diverse, inclusive core team has completed the assessment, members should then engage others at the system in conversation about the results, beginning with the system head and her/his cabinet and followed by a broader group of staff, offices and units. Systems might also engage cross-campus or cross-sector teams together to address specific areas of focus, such as student success. Another approach would be for leadership at all levels to engage teams through all or several categories, from presidents and chancellors, to chief academic officers and provosts, to office and unit heads. Ideally these discussions should help refine the assessment, build shared understanding of the ways the system does and does not support equity and anti-racism, and—importantly—lead to specific actions and improvements. The tool is not a report or score card; it is designed to engender change and action. For more information on how to use the tool, please see the FAQ.

This framework advances the important elements of equity-mindedness by providing system-level approaches to ensure that students of all backgrounds are not only welcomed but achieve high success outcomes, with particular focus on those from underserved communities including Black, Latinx, Indigenous and low-income populations. As you consider the framework in the context of your system, it will be important to define the underserved communities in your region and state. Rather than spend time dissecting the terms used in the framework, we suggest that you think about the student groups that your system aims to better support; those where the equity gaps and the need for intentional solutions are the greatest.

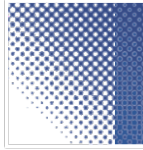
The NASH Equity Framework is inspired by the work of Estela Mara Bensimon, the Center for Urban Education, Shaun Harper, the American Association of Colleges and Universities, Excelencia in Education, Lumina Foundation, the Aspen Institute College Excellence Program and the Community College Research Center at Columbia University, the New England Resource Center for Higher Education, and our member systems.



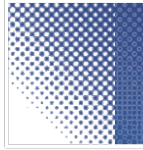


Curriculum and Co-curriculum
How the system supports institutions in the development, delivery and assessment of equity-centered curricula and co-curricula

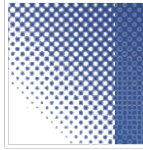
ESSENTIAL EQUITY PRACTICE #5: CURRICULUM AND CO-CURRICULUM	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
<p>a. System commits to equitable access, participation and outcomes in the curriculum and co-curriculum for students from underserved communities</p>	<p><input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness</p>	<ul style="list-style-type: none"> • Does the system communicate expectations for equitable access, participation and outcomes in the curriculum and co-curriculum for students from underserved communities? • Are there system goals for increasing representation across majors? • Does the system leverage and distribute resources to institutions in support of equity-centered curricula and co-curricula? • Does the system hold institutions accountable to ensure this commitment is visible and operationalized with appropriate evidence? 		



ESSENTIAL EQUITY PRACTICE #5: CURRICULUM AND CO-CURRICULUM	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
<p>b. System provides support for institutional research and data analytics to identify and address equity gaps by student populations in the curriculum and co-curriculum</p>	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness	<ul style="list-style-type: none"> • Does the system collect and analyze disaggregated data to identify equity gaps and ensure equitable access, participation and outcomes for gateway courses, Gen Ed, HIPs, Honors programs, and majors? • Does the system provide institutional research and data analytic support to the institutions in these areas? • How are these data shared with institutions—administrative leadership, faculty, staff and students? 		
<p>c. System academic program review policies include attention to equity and inclusion</p>	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness	<ul style="list-style-type: none"> • Do indicators of excellence include both equity and quality? • Are student learning outcomes assessed across student demographic groups? • Do indicators of program quality include access to, retention in, and completion of academic programs across student demographic groups analyzed? • Is diverse faculty composition considered an important element in program quality? 		



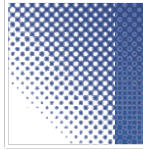
ESSENTIAL EQUITY PRACTICE #5: CURRICULUM AND CO-CURRICULUM	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
<p>d. System provides professional development and other support to aid in the design and implementation of equity-centered curricula and co-curricula</p>	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness	<ul style="list-style-type: none"> Do institutions receive support to ensure curricular design and integrity with an equity lens, i.e., sequencing of gateway courses, Gen Ed requirements, pre-requisites and majors that support students from underserved communities? Do institutions receive data support for deans, chairs, faculty, and student affairs and support staff to identify and address equity gaps in the design and implementation the curriculum and co-curriculum? 		
<p>e. System supports equity-centered assessment of curricula and co-curricula</p>	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness	<ul style="list-style-type: none"> Does the system communicate to institutions expectations for equity-centered assessment of curricula and co-curricula? Is student data disaggregated in the assessment of academic and co-curricular programs? Is assessment practice asset-based, not deficit-minded by considering and valuing lived experiences, cultures and identities of students? 		



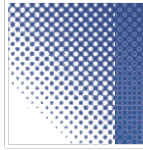
ESSENTIAL EQUITY PRACTICE #5: CURRICULUM AND CO-CURRICULUM	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
<p>f. System supports institutions in developing and reviewing curricula to ensure culturally inclusive, relevant and responsive content</p>	<p><input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness</p>	<ul style="list-style-type: none"> • Does the system convey expectations that the curriculum and co-curriculum should be culturally inclusive, relevant and responsive to students from underserved communities? • Does the system provide professional development to institutions to advance culturally inclusive pedagogy and content? 		



ESSENTIAL EQUITY PRACTICE #5: CURRICULUM AND CO-CURRICULUM	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
<p>g. System supports institutions in selecting required course materials and learning resources that are accessible, affordable and responsive</p>	<p> <input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness </p>	<ul style="list-style-type: none"> • Does the system communicate expectations and provide support that course materials and learning resources are accessible by students in terms of devices, broadband and service providers? • Does the system communicate expectations and provide support in ensuring that course materials and learning resources are accessible in terms of universal or inclusive design? • Is the availability of Open Educational Resources (no-cost to students) and other low-cost course materials communicated and supported? • Does the system communicate expectations and provide support in ensuring that course materials and learning resources are responsive to student needs? 		



ESSENTIAL EQUITY PRACTICE #5: CURRICULUM AND CO-CURRICULUM	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
<p>h. System supports institutions in deepening equity and student engagement in the co-curriculum</p>	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness	<ul style="list-style-type: none"> • Are resources deployed and aligned with an equity lens to organize learning opportunities outside the classroom across student populations, with a focus on those from underserved communities? • Are co-curricular activities resourced and evaluated to ensure they do not perpetuate cycles of inequities and exclusion? • Is student engagement in co-curricular activities tracked and assessed across student populations to ensure equitable access and participation? 		
<p>i. System specific element:</p>	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Systemness	<ul style="list-style-type: none"> • 		



Selected Resources

You may [view the entire framework here](#).

General

- NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity and Inclusion in Higher Education. New England Resource Center for Higher Education, University of Massachusetts Boston, 2016: https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf
- From Equity Talk to Equity Walk; Expanding Practitioner Knowledge for Racial Justice in Higher Education. Tia McNair Brown, Estela Mara Bensimon & Lindsey Malcom-Piques. Jossey-Bass, 2020.
- An Unpaid Debt: The Case for Racial Equity in Higher Education. Change Magazine 52:2, 2020 (entire issue).
- Step Up & Lead for Equity: What Higher Education Can Do to Reverse Our Deepening Divides. American Association of Colleges and Universities, 2016: <https://secure.aacu.org/imis/ItemDetail?iProductCode=E-GMSSU&Category=>
- Seal of Excelencia Framework. Excelencia in Education, 2020: <https://www.edexcelencia.org/seal-excelencia>
- Campus Pride Index; National Listing of LGBTQ-Friendly Colleges and Universities, Campus Pride 2007: <http://www.campusprideindex.org/>

Curriculum and Co-Curriculum

- Equity-Centered Assessment: <https://www.campusintelligence.com/2020/08/21/practicing-equity-centered-assessment/>
- Equity and assessment: Moving toward culturally responsive assessment. Erik Montenegro & Natasha Jankowski. University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA), 2017: <http://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/OccasionalPaper29.pdf>
- Student Engagement in the Co-curriculum: <https://www.campusintelligence.com/2020/07/10/the-essential-role-of-co-curricular-programs-in-student-success-retention-persistence-and-graduation/>
- Antiracist-Pedagogy in Higher Education—Antiracism Resources. McQuade Library, Merrimack College, 2020: <https://libguides.merrimack.edu/antiracism/HE>

