
INDICATORS OF EQUITY-MINDEDNESS

EQUITY-MINDED practices, policies and mindsets are...



1. **Institutionally-focused:**

- Focus on remediating the institution's actions rather than students' actions alone.

2. **Critically Race Conscious:**

- Pay attention to whether or not students from historically underrepresented racial/ethnic groups are participating, feel welcome, and succeed.

3. **Systemically Aware:**

- Recognize and counteract institutional and structural racism.

4. **Evidence-Based:**

- Are informed by disaggregated data and/or qualitative inquiry findings.

5. **Action-Oriented:**

- Take action to eliminate inequity.

1: EQUITY-MINDED CAMPUSES ARE: **INSTITUTIONALLY-FOCUSED**

- Recognize that *day-to-day practices* are a primary factor in student success rather than concentrating only on students and their perceived deficits as the sole factor responsible for creating success.
- Provide additional support to students who need it rather than following an approach in which all students must receive the same support.
- Regularly experiment with day-to-day practices to determine which best lead to student success rather than maintaining the same, untested practices over long periods of time.
- Support initiatives focused on reflecting on and improving day-to-day practices.

2: EQUITY-MINDED CAMPUSES ARE: **CRITICALLY RACE CONSCIOUS**

- Pay attention to whether students from historically underserved racial/ethnic groups are: represented in academic programs and participating in high-impact practices; feel welcome in the classroom and in offices across campus; and succeed at equitable rates compared to all other student groups.
- Ensure that classroom/support services speak to the backgrounds, interests, and needs of historically underserved racial and ethnic groups.
- Monitor hiring practices and remove any barriers to employing faculty and staff whose representation mirrors the racial/ethnic representation of students.
- Engages faculty and staff in professional development opportunities on how to support students from historically underserved racial/ethnic groups.
- Guide initiatives to create environments in which students from historically underserved groups feel welcome, are equally represented, and experience equity in outcomes.

3: EQUITY-MINDED CAMPUSES ARE: **SYSTEMICALLY AWARE**

- Campus leaders, faculty and staff understand that day-to-day practices and policies are not inherently race-neutral.
- Understand institutional racism and the way it impacts students.
- Understand implicit bias and the role it plays in the lives of their students.
- Regularly examine their own implicit biases and take action to counteract them.

4: EQUITY-MINDED CAMPUSES ARE: **EVIDENCE-BASED**

- Regularly access student representation and outcome data—by institution, department, course, classroom/office—disaggregated by race and ethnicity
- Disaggregate data by looking at specific racial/ethnic student groups (e.g., African American, Latino, and Native American students) rather than aggregated data using terms like underrepresented minority or URM that hide differences in outcome.
- Regularly conduct qualitative inquiry to determine actual day-to-day practices and how students experience them. One goal of qualitative inquiry is to assess if day-to-day practices clearly communicate processes, resources, and the expectation that all students can achieve rather than being unclear, discouraging, or alienating.
- Use qualitative inquiry to identify how day-to-day practices can be improved or leveraged to address equity gaps.

5: EQUITY-MINDED CAMPUSES ARE: **TAKING ACTION**

- Set numeric goals to close equity gaps.
- Regularly monitor progress towards closing equity gaps.
- If equity gaps are identified and goals are set, create adaptable plans – informed by qualitative inquiry – allowing experimentation with approaches to find what will achieve equity.

- Create feedback loops and points of input for students to help shape their own experiences and to evaluate and improve initiatives.
- Include goal setting and action planning to close equity gaps in yearly evaluations.