

## **Moving Through: Strategies to Address Resistance towards Adopting Equity-minded Assessment**

By C. Zack, T. Arado, K. Jaekel, B. Lagana, and A. Santuzzi with R. Subramony

Northern Illinois University

### **Presentation Overview**

This session provides a case study for navigating resistance towards adopting an equity-minded assessment process. Despite extensive literature citing the importance of equity-minded practices for addressing persistent disparities in educational outcomes among underrepresented groups, there is a surprising dearth of evidence-based strategies to address faculty concerns about adopting equity-minded assessment practices. This session offers practical advice based on strategies used at Northern Illinois University to address such concerns and navigate resistance to incorporating equity mindset in program-level assessment practices.

### **Discussion Questions**

- How does your campus understand and define equity-minded assessment? Do you see any barriers to implementing an equity mindset in assessment practices on your campus?
- What is the climate on your campus with regard to applying an equity mindset to assessment? To what extent does the climate differ across campus units (e.g., across different colleges, between administration and faculty, levels of the institution)?
- Are students part of the conversation in equity-minded assessment practices? Why or why not?
- How can you leverage other ongoing institutional efforts that may provide context for promoting and developing equity in assessment practices?