Improving Departmental Equity Using the I M P A C T Framework

Contents

Acknowledgments

With the permission of *Rooted in Love, Every Learner Everywhere adapted the IMPACT Equity Evaluation specifically to supplement Getting Started With Equity: A Guide for Academic Department Leaders. We are convinced this adaptation is true to the spirit of the IMPACT Equity Evaluation. At the same time it is worth noting that we have made several changes designed to encourage, empower, and equip justice centered, equity advancing departments to conduct a systematic audit of institutionalized policies and practices.

The IMPACT Equity Evaluation is the work of Jeremiah Sims, Ph.D., and Rachel Sims, M.A., for Rooted in Love. Jeremiah and Rachel also developed an anti-racist growth mindset self-evaluation tool for those engaged in the work of identifying, calling out, and redressing racism in policies, practices, procedures, and pedagogies.

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Introduction

Improving Departmental Equity Using the IMPACT Framework includes step-by-step instructions and worksheets for experts and novices alike to anticipate, acknowledge, and redress racism that postsecondary academic departmental policies and practices perpetuate. This resource is meant to accompany [Getting Started With Equity: A Guide for Academic Department Leaders](), which walks academic department leaders through the process of conducting an equity audit of the department's teaching practices and policies, lays out evidence-based teaching practices that support educational equity, and outlines inequities and how to redress them in specific academic disciplines.

This resource will help committed educators develop an anti-racist analytical framework, based on an anti-racist growth mindset — the belief that all people, including educators, have the potential for constant evolution and development of a more thorough understanding and practice of anti-racist behaviors. The exercises and processes outlined here will help you and your team decide how and where to begin in making your academic department a more equitable place for Black, Latinx, Indigenous, first-generation, and poverty-affected students.

Improving equity requires acknowledging where and why inequities exist and actively working to eliminate them. The process outlined in *Getting Started With Equity* requires intentional steps to identify and analyze policies and practices that may be driving inequitable access, experiences, and outcomes for racially minoritized and poverty-affected students. *Improving Departmental Equity Using the IMPACT Framework* provides departmental task forces with a process for redressing the inequities identified in the departmental equity audit.

Key Terms to Know

Anti-racist: A term popularized by Ibram X. Kendi that challenges the notion that there is a neutral position between active racism and active attempts to dismantle racism. Anti-racism is actively calling out and opposing racism. Anything less than active anti-racism is racism.

Growth mindset: A term coined by Carol Dweck that posits that intelligence is not a limited innate ability, and can develop and grow through challenge, practice, failure, feedback, support, and persistence. We intentionally use the term 'growth mindset' for educators here, and not students so as to not oversimplify or minimize the obstacles faced by minoritized and poverty-impacted students.

Anti-racist growth mindset: A term created by Jeramy Wallace and Jeremiah Sims in their forthcoming book: *The white educators' guide to equity: Teaching for justice in community colleges*. (Peter Lang. New York, N.Y.) This term captures the idea that although most people are indoctrinated to white supremacy through the culture in which they are raised, they are capable of recognizing and working to dismantle white supremacy.

Potential pitfalls with toxic positivity: Dr. Luke Wood, Professor of Education at San Diego University cautioned in a 2017 lecture reported by the Huffington Post,

> *"...this myopic perspective perpetuates a cancerous idea that tells students you can succeed as long as you work hard while depriving them from messages that affirm their abilities or recognize the external challenges such as racism and oppression that often inhibit their ability to do so."*

Educator, Tamara V. Russell points out that concepts like grit and growth mindset can support a deficit mindset:

> *"This type of thinking is particularly harmful to black and brown students. When we only talk about mindset as the precursor to success and we fail to mention the realities of racism in America, we deny the existence of the real reason why many black and brown children are not finding success in school. Thinking positively is not enough to combat racism."*

"Policies and Practices": We use these two words to capture any rules, principles, guidelines, procedures, etc. that are used within your department.

Improving departmental equity using the IMPACT Framework is designed to examine both extant and novel policies to ensure that a policy is:

Innovative

It moves us away from oppressive practices.

How does it work to disrupt structural inequity?

Mindful

It accounts for the whole intersectional student experience.

Who is being privileged and who is being penalized?

Purposeful

It intentionally challenges our national, Eurocentric status quo.

How is it meeting the need it was created for while positively impacting minoritized groups?

Actionable

It calls out and challenges deeply-entrenched anti-Blackness and other forms of racism.

Is it well resourced, communicated clearly, and does it have measurable results?

Caring

It is predicated on holistic care and concern for students' real lives in and outside of school.

How will minoritized students see that you care for their success?

Transformative

It radically reimagines education and student support.

How is it working toward a more equitable campus climate?

IMPACT process steps
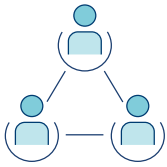
1. **Create a task force** that will be responsible for aligning policies and practices with the IMPACT framework.

2. Using the data collected in your departmental equity audit, **identify and prioritize** policies and practices that are potentially creating inequities within your department.
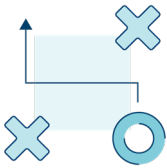
3. **Analyze** the policies and practices based on the urgency with which they need to be updated or modified **and strategize** the change process.

4. **Make the necessary changes** to the selected policies and practices
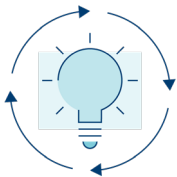
5. **Reflect on your work** and repeat steps 3 & 4 for the next set of prioritized policies and practices.
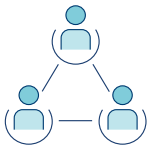
Step one: Create a task force

The role of the IMPACT task force is to lead the department in identifying and amending policies and practices harmful to students who identify as Black, Latinx, Indigenous, first-generation, and/or poverty-affected. The size of your task force will depend heavily on the personnel resources of your department. Because the work of equity is always ongoing, we recommend establishing a rotation of members on and off the task force — this could be a set amount of time, or a set number of completed cycles through the IMPACT process.

Naturally, members of the task force will bring their own biases to the process, which is why seeking a variety of perspectives is important. However, the need for new perspectives of department personnel should also be balanced with the need to ensure the continuity of the task force's goals.

A list of the stakeholders you should consider recruiting for the task force include:

- **Specialists** whose institutional and professional perspectives will provide context and who can help your department set measurable goals and develop a plan for achieving them. For example:

  - Data analysts in institutional research and effectiveness planning
  - Diversity, equity, and inclusion specialists and trainers
  - Pedagogy and learning science specialists
  - Student support and student success professionals
  - Campus equity leaders who can enrich or broaden discussions

- **Students** who will help prevent assumptions being made about their behavior, their capability, and their motivation. As most of the policies and practices in question will have an effect on the student experience, it is essential that students participate in the process of analyzing and prioritizing policies and practices that require change. It is important not to ask a few students to speak for all students, and especially not to ask minoritized students to speak for all members of a particular racial demographic. When gathering student feedback, consider who holds the most power in this scenario. Traditionally, faculty and administration hold the most power and may leave students feeling uncomfortable sharing their insights for fear of unknown repercussions. To navigate this process, department chairs can provide students with at least one avenue to provide anonymous feedback. They can also consider student listening sessions led by graduate students or someone outside the department; for example, from the specialist groups listed above.

- **Faculty** with experience teaching gateway courses, as their expertise in course subject matter and their relationships with students are key to understanding roadblocks to student success. They may also be able to provide pointed feedback on department policies and practices that may be hindering their ability to provide an equitable learning experience.

Step two: Identify and prioritize

The goal of this step is to help you do a thorough investigation of the policies and practices within your department that may be causing or perpetuating inequities. There are two critical components of this investigation that we will describe below: Identify and prioritize. Both of these should be completed by your IMPACT task force.

Part one: Identify

There are three key areas within your department that you should examine to build out your set of policies and practices. Here are some examples of policies to get you started:

1. **Department-level policies,** management, programs, and culture (including clubs, events, social media, and community)

    a. **Enrollment** — Policies around who may enroll in gateway courses based on standardized testing scores, GPA, high school transcripts. These scores are not consistent predictors of ability or future success, so should be used as a "gateway" for enrollment with extreme caution.

    b. **Progression** — Policies around minimum grade for progression in a set of sequenced courses, minimum grade for courses that count toward a major or minor, forgiveness policy or repeat policy when the minimum grade is not achieved, level of high school course or standardized test grades that may substitute for gateway course, non-sequenced courses that must be taken in a particular order.

    c. **Communication** — Ensuring the language our department uses when communicating through mechanisms such as the website, email, mailings, etc. is neither deficit-based or full of jargon. Language should center institutional responsibility and be as clear and direct as possible to promote equity.

    d. **Student feedback** — Policies and practices involving a student advisory board, student focus groups, and solicitation of student feedback. Any practice that limits student participation will amplify only the voices of a small, empowered few.

    e. **Textbooks** — Policies and practices involving requirements for textbooks and course materials (including software programs). Students are more likely to perform poorly or withdraw from classes in which the textbooks and course materials are too expensive, delayed due to campus bookstore policies, or difficult to access (physical course packs that must be picked up off campus).

    f. **Events** — External speaker events, lecture series, colloquia, and/or conferences hosted by the department. Planners should ensure that speakers from diverse and minoritized groups are represented.

    g. **Organizations** — Departmental opportunities for minoritized students to connect with others with whom they share backgrounds and experiences.

h. **Redress** — The process for addressing issues of insensitivity, exclusion, disrespect, or harassment in the classroom and other learning spaces. Making these processes clear is particularly important for minoritized community members, who are more likely to experience harassment and discrimination.

i. **Faculty development** — Policies and processes for providing training for faculty on topics related to race, ethnicity, gender, gender identity, religion, sexual orientation, socioeconomic status, ability/disability, nationality, and other areas of diversity.

2. **Curriculum and instruction:** course offerings, course level policies, assessment and grading practices, attendance policies, teaching norms

   a. **Grading** — Using a bell curve, 8-point or 10-point scale for letter grades, use of + and — with grades, extra credit, minimum # of assessments, percentage of grade based on high-stakes assessments.

   b. **Testing** — Virtual proctored testing, times and locations for in-person testing, use of testing aids, purpose and evaluation of midterm and final exams, frequency of item-analysis of test questions, training around test creation (particularly around multiple-choice questions), evaluation of text clarity for test instructions and word problems, percentage of questions that are application vs memorization, frequency of virtual test password updates.

   c. **Attendance** — Maximum absences, requiring proof of excuse, student-to-instructor communication around absences, attendance at non-class period events required for credit or extra credit (office hours, tutoring, Supplemental Instruction, lectures, fine arts events, etc.), missing graded assessments due to absence, make-up policies for missed classes and/or graded assessments.

   d. **Academic integrity** — Policies defining cheating and academic dishonesty, rules for use of non-business hours help such as peer-to-peer assistance and online tools (Chegg, Course Hero, Khan Academy, YouTube, Grammarly, Google translate, etc.).

   e. **Course offerings** — Decisions on course offerings to ensure they address issues of diversity, equity, and inclusion as they relate to our field(s) of study.

   f. **Course content** — Policies promoting course content that is diverse, relevant, vetted against harmful stereotypes, accessible to students with slow broadband, mobile-friendly, and aligned with UDL and ADA guidelines.

   g. **Research and experiential opportunities** — The process for awarding students the opportunity to engage in research and other forms of direct experience with the discipline.

   h. **Teaching strategies** — Policies and practices around training faculty to adopt effective, culturally relevant, accessible, and inclusive teaching strategies.

3. **Physical spaces:** departmental lobby, offices, and study areas, departmental classrooms, and departmental parking

   a. **Language and images** — Visible images and materials throughout the department are welcoming and inclusive to diverse groups.

   b. **Accessibility** — Design department and departmental spaces are designed such that they don't present barriers to people with disabilities.

Part two: Prioritize

Prioritize your list of policies and practices into three levels to help your team strategize in later steps. Prioritization levels are based on the effort it takes to make changes, rather than the impact a change may have on students. Sometimes, easily-changed policies can have a great impact while we may spend a great deal of time affecting changes that do not have much of an impact on students.

- **Level 1:** This policy is easily addressed through a minor, near-term intervention. For example, some faculty may have equity-facing policies in their courses that could be scaled to the entire department. These can be accomplished at the departmental level.

- **Level 2:** This policy is one we can change, but we need to do more research and reflection on the best approach so our next steps are intentional and maximally effective. In addition, we will need buy-in from the entire department and may require approval from the dean.

- **Level 3:** In addition to more research and reflection on how to change this policy, addressing this policy will require external resources such as funding, approval from executive leadership, and/or a change in institution rules or local, state, or federal laws.

The following worksheet can be used by the task force to sort policies into the three categories outlined above — department-level policies, curriculum and instruction, and physical spaces — and assign them a "level" rating. The IMPACT task force should fill in the worksheet in a way that is accessible to the entire group for asynchronous collaboration. You may decide to have each task force member complete the worksheet alone or in subsets that take on one of the areas of departmental policies. If you take that approach, the group should have an alignment session from which they produce a single list of leveled policies.

Click the hyperlink for a [Google Sheets version of the prioritization worksheet.](#)

Department-level policies, management, events, culture	Level (1/2/3)	Notes or supporting data

Curriculum and instruction within the department	Level (1/2/3)	Notes or supporting data

Uses of physical spaces of department	Level (1/2/3)	Notes or supporting data

This list of policies should serve as a checklist and a continued source of truth for the work to be done as a task force. You will use the content of this worksheet as you move into the next step, where you will prioritize which policies to act on first.
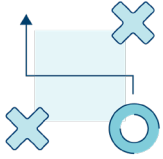
Step three: Analyze and strategize for change

Before tackling any policy changes, have your team decide on how you will pace the changes. It is unrealistic to aspire to make all the changes your department intends to make within a few short months. On the other hand, you don't want to prolong the change process so long that team members grow frustrated or personnel changes stall out the change process. We recommend you choose 4-6 policies (1-2 from each of the three levels) to change in a 6-month period. Choosing policies from all three prioritization levels can give your department a sense of accomplishment when completing the change process for policies from level 1, while building momentum for policy changes from levels 2 and 3.

Instructions

The goal of this evaluation tool is to identify, call out, and ultimately redress the specific parts of your policies and practices that contain anti-Blackness and racism. By using this tool, your team can develop a more thorough understanding of the ways in which you need to modify your level 2 and 3 policies and practices. Using the prompts in the IMPACT framework tool, discuss the primary outcomes and side effects of the policy or practice. It is appropriate to use anecdotal information as you are also trying to bring hidden biases to the surface and give voice to individuals' experiences with these policies.

Recommendations for leaders of this process:

- Determine an equitable process for creating and submitting revisions for policies/practices

- Determine where information and the evaluation tool will be housed to maximize collaboration within your team

- Duplicate the worksheet below for each policy, making multiple copies for subgroups to complete and discuss if appropriate

- Store your completed worksheets in an accessible location to increase transparency

Policy Evaluation Tool for Level 2 and 3 Policies

IMPACT framework prompts	Responses to prompts for chosen policy/practice
Innovative *How does this policy perpetuate structural inequity?*	
Mindful *Who is being privileged and who is being penalized by this policy?*	
Purposeful *Is there a clear need that this policy is fulfilling?*	
Actionable *In what ways is this policy failing to direct action to combat anti-Blackness and racism?*	
Care for students *How does this policy ignore the needs of minoritized students?*	
Transformation *How is this policy holding our institution back from having an equitable culture?*	
Executive Summary *Is there a distance between what the policy is designed to do and what it actually does? Who is being hard, and what needs to be changed? Please explain using evidence to support.*	

These completed worksheets will help you identify the major opportunities for improvement for each policy. This baseline information will inform your group's work in the next step.

Step four: Make changes

Change may be a complex step in this process. The task force may need to vet changes with a full departmental meeting or student advisory group. However, if the six aspects of the IMPACT rubric were thoroughly addressed for each policy or practice, case-making documentation is then available for any alterations. The key to not getting stuck in this step is to set deadlines and avoid delaying the process for the comfort level of those least affected by the harmful policy or practice. Strong support from leadership with proper attribution of credit for task force's work is essential to ensuring that the pace balances the need for buy-in from departmental stakeholders with the pressing needs of those most affected by inequitable policies or practices.

Instructions

This fourth step of *Improving Departmental Equity Using the IMPACT Framework* will help your task force take a closer look at the policy/practice in question and develop meaningful solutions for revising or dismantling it. For each policy the task force has agreed to tackle during their tenure:

1. Outline the specific changes that need to be made to make it equitable.

2. Identify who is responsible for making the changes, who is affected by the changes, who needs to be informed of the changes, and whose approval is required for the changes to become official.

3. Draft a timeline for the change process.

Recommendations for decision-makers

- Please recognize that the task force's recommendations have been arrived at through a thorough, data-informed vetting process.

- The recommendations are made in the interest of advancing equity on your campus.

- In order to do transformational work, the outcomes of your team's work must become part of the institutionalized decision-making processes on your campus.

- Strong support from leadership with proper attribution of credit for task force's work is essential to ensuring buy-in from departmental and external stakeholders

Note: This process eliminates feigned ignorance regarding the policies/ practices under review. Decision-makers must account for these recommendations and make a decision to either adopt changes or ignore them. Either way, this record should not be sidelined.

Policy Improvement Worksheet

Policy	Responses
What specific changes need to be made? *For level 2 and 3 policies, pull from the specific critiques outlined in the IMPACT analysis in step 3.*	
Ownership Who is responsible for making those changes? Who is affected and therefore needs to be informed? Who needs to approve and what has to happen to make it official? *For level 1 and 2 policies, all owners should be within your department. For level 3 policies, consider what external stakeholders need to be involved and what their role will be.*	
Timeline Commit to a timeline for accomplishing the initial changes and for obtaining the final approval for the changes.	
Resources needed Identify personnel and financial resources that may be required to succeed in revising this policy.	
Potential barriers to change and how to overcome them Identify internal and external barriers to change and ideas for overcoming them.	
Executive Summary Crystallize your recommendations here. The question that you're trying to answer is: What can be done with this policy to make it more anti-racist and equity-advancing?	
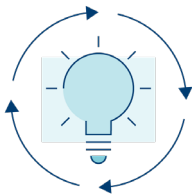
Step five: Reflect

Anti-racist work can be frustrating because there are usually forces that obfuscate the identification of problems and push back against change. In his 2019 article in *Educational Leadership*, "Avoiding Racial Equity Detours", Paul Gorski outlines four ways institutions often create an illusion of progress toward equity while cementing, or even exacerbating, inequity:

1. **Poverty of culture:** Attributing disparities to racially minoritized cultures rather than recognizing the failure of those who hold power to practice racial justice.

2. **Celebrating diversity:** Framing diversity initiatives as a way to help white people learn about diversity in ways that will be most comfortable for them, while not addressing how white supremacy is the source of white isolation from, ignorance of, and disrespect for non-white cultures.

3. **Deficit ideology:** Focusing equity initiatives on fixing people rather than on changing unjust policies and systems.

4. **Pacing for privilege:** Easing into equity, which prioritizes the discomfort of white people who are resistant to change over the suffering of racially minoritized people.

Instructions

In order to avoid the illusion of progress and ensure changes are IMPACTful, departments should reflect on their work and progress frequently and deeply. For each newly revised policy/practice, use the following table to assess how IMPACTful it is.

IMPACT reflection prompts	Responses to prompts for chosen policy/practice
Innovative *Policy holds (perhaps novel) potential to ameliorate educational injustice; and/or, represents a paradigm shift in how we view approaches to mitigate educational injustice.* • Does this fundamentally change how we address the issue the policy was designed to address? • Does this policy move us closer to educational equity and anti-racism?	
Mindful *Policy is written and/or implemented in a way that equity impact can be measured.* • Has impact on equity been previously considered with this policy/practice? • If so, how is it being measured? If not, how can it be measured? • Are there existing evaluations, surveys, databases in place that can be useful in understanding the equity impact of this policy?	
Purposeful *Policy is designed, intentionally, to address educational inequity for the most marginalized students.* • Who is positively impacted and who is negatively (disproportionately) impacted by this policy in its current form? • Does this policy account for the additional barriers minoritized students face due to anti-Blackness and racism? • Does this policy encourage the development of student agency? • Does this policy simply hope for the best, or was it designed to address specific inequities? • If policy requires funding, please identify the proposed funding source.	

IMPACT reflection prompts	Responses to prompts for chosen policy/practice
Actionable *The policy must work to call, remedy, and ultimately change policies and practices that are predicated on and in support of anti-Blackness and racism.* • What does the data say? Which groups are being disproportionately impacted? • How can we work to stop and ameliorate the effects for poor ethno-racially minoritized students of color? • How can we effectively apply an anti-racist growth mindset to this work?	
Caring *Policy must account for the humanity of the intended beneficiaries of planned activity/initiative.* • For example, how will agency/autonomy be further developed? • How will this better the educational experiences of the most marginalized students? • Are there students/faculty/staff/admin that will be adversely affected by this policy?	
Transformative *Does this policy change the way we look at/discuss/ seek to address long standing instantiations of educational inequity?* • Does it change the educational/career possibilities for the most marginalized students? • Does it transform the educational atmosphere such that we as a campus community are closer to realizing educational equity for all students?	
Executive Summary of Group Reflection This last box in the spreadsheet is reserved for an executive summary that not only summarizes the intent of the policy, but also interweaves your groups' conclusions on how it is more equity-advancing after this process. This summary should highlight what has been discovered in this process so that campus leadership can make informed policy-decisions, going forward.	

This next worksheet can be used to periodically assess the department's equity culture. As we noted in **Step two, part one: Identify***, these are suggestions to get you started. Your department's equity task force should customize this worksheet to best suit the policies it prioritized for change.

Did we do it?

At the end of this whole process, where did we land?

Departmental policies, management, events, culture	Yes	No	In development
The language our department uses in communications reflects a commitment to equity in that it is asset-minded / strengths-based, not conflating groups, and calling people what they prefer to be called.			
Departmental policies related to enrollment* in our gateway courses have been developed, reviewed, or revised to ensure they do not create non-academic roadblocks for our students.			
Departmental policies related to grading* in our gateway courses have been developed, reviewed, or revised to ensure they do not create non-academic roadblocks for our students.			
Departmental policies related to testing* in our gateway courses have been developed, reviewed, or revised to ensure they do not create non-academic roadblocks for our students.			
Departmental policies related to attendance* in our gateway courses have been developed, reviewed, or revised to ensure they do not create non-academic roadblocks for our students.			
Departmental policies related to progression* in our gateway courses have been developed, reviewed, or revised to ensure they do not create non-academic roadblocks for our students.			
Departmental policies related to academic integrity* in our gateway courses have been developed, reviewed, or revised to ensure they do not create non-academic roadblocks for our students.			
The department has a student advisory board, conducts student focus groups, or solicits student feedback in some other manner to ensure policies, course offerings, teaching strategies, and departmental culture are responsive to their needs.			

Please see pages 9-11 for more details about these policies.

Departmental policies, management, events, culture (continued)	Yes	No	In development
When choosing textbooks and course materials (including software programs), the department policy is to first consider openly licensed textbooks (OER) and/or low-cost course materials so that the cost of our courses does not create a non-academic roadblock for our students.			
To the extent that the department holds internal and external speaker events, lecture series, colloquia, and/or conferences, these events include speakers from diverse and underrepresented groups.			
The department provides opportunities for students from underrepresented or minoritized groups to connect with others who share their backgrounds and affiliations.			
When issues of insensitivity, exclusion, disrespect, or harassment in the classroom or in other learning spaces arise, they are addressed directly and in a timely fashion.			
The department provides training for faculty on topics related to race, ethnicity, gender, gender identity, religion, sexual orientation, socioeconomic status, ability/disability, nationality, and other areas of diversity.			
Students with a diverse set of intersectional identities feel comfortable and welcome to be their full selves within the department.			

Departmental curriculum and instruction	Yes	No	In development
Course offerings include explicit attention to issues of diversity, equity, and inclusion as they relate to our field(s) of study.			
Course offerings, departmental programs, and departmental events include discussions of how the discipline has perpetuated harm on minoritized groups and what actions the discipline is taking to address this.			
Course offerings, departmental programs, and departmental events include discussions of how the discipline has been shaped by bias and what actions it is doing to address this.			

Departmental curriculum and instruction (continued)	Yes	No	In development
Our major programs offer students from all groups — and especially those from groups that are underrepresented in the field — the opportunity to engage in research and other scholarly activities.			
The department supports teaching strategies such as active learning, cooperative learning, personalized learning, and mastery-oriented learning that are evidence-based and responsive to the needs of our students.			
Teaching practices throughout the department are culturally relevant, accessible, and inclusive particularly for the most vulnerable students.			
Instructors in this department practice an asset-mindset to teaching (no matter what the students' background or high school experience, all students are welcome in this department and their intersectional identities and lived experiences are assets to our department, not problems to be overcome).			
Instructors in this department practice a growth-mindset to teaching, believing that all students can learn our discipline. (Students are not sorted into those with innate talent or ability to succeed in our discipline and those without innate talent or ability to succeed in our discipline)			
Students are provided with multiple ways to demonstrate mastery of course objectives, and assessment in our gateway courses is not limited solely to a series of high-stakes exams.			
Course content includes a diversity of perspectives so that students can see that the discipline is a welcoming space for all peoples.			
Course content addresses historic and current inequities in the field. For example, biology curricula cover environmental injustice, health sciences include lessons on bias in healthcare and health disparities, and math curricula addressing how standardized tests have a history of cultural and language bias.			
Course content avoids stereotyping in examples, illustrations, and prompts — making sure women are not just mothers, brown and Black people are not just unskilled or unpaid workers, that couples are not all heteronormative, and that authority figures are not always depicted as white and/or male.			

Departmental curriculum and instruction (continued)	Yes	No	In development
Course materials are accessible to students with slow broadband (are downloadable to view or read offline), are mobile-friendly (can be accessed via smartphone), and aligned with UDL and ADA guidelines.			
Course materials such as textbooks and digital tools are assessed for accessibility and equity before being adopted.			

Departmental physical spaces	Yes	No	In development
Visible images and materials throughout the department are welcoming and inclusive to diverse groups — for example, they include positive multicultural images, reflect the experiences of multiple communities, and/or showcase the department's equity efforts.			
All department-sponsored events and activities are physically accessible to participants with disabilities.			