

UF GUIDELINES FOR FAIRNESS AND EQUITY IN
ASSESSMENT

2020-2021 TASK FORCE

DRAFT

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UF GUIDELINES FOR FAIRNESS AND EQUITY IN ASSESSMENT

Introduction

Fairness and equity are central to all assessment practices at the University of Florida. In fall 2020, Dr. Timothy Brophy, Director of Institutional Assessment, formed a Task Force to lead the development of guidelines to address fairness and equity in assessment at the University of Florida. Dr. Brophy issued a Call for Nominations to UF's Assessment and Accreditation Leadership Network. Of the over 50 nominations received, 33 members and three co-chairs accepted the call. The Fairness and Equity in Assessment Task Force was comprised of faculty, staff, students, and administrators from across the university. The Task Force members' bios and personal statements about the importance of fairness and equity in assessment are on the [Task Force web page](#). The Task Force was chaired by Dr. Corinne Huggins-Manley, College of Education; Dr. M. David Miller, College of Education; and Dr. Teresa Mutahi, College of Liberal Arts and Sciences.

The Charge to the Task Force

The Task Force met virtually from January 2021 through May 2021. At its initial meeting, the Task Force was charged with

... establishing a set of guidelines and models for UF faculty, instructors, staff, and administrators to help ensure fairness and equity in assessment in all contexts at the university. The guidelines must address fairness and equity in the entire assessment process, including development, opportunity to learn, administration, scoring, score interpretations and uses, and the evaluation of the measurement properties of the assessment.

To facilitate the completion of the charge, the Task Force was divided into two independent groups. The **Guidelines Development Group** worked to create a guide for the UF community to use to help ensure fairness and equity in assessment. The **Model Development Group** worked to provide case studies and examples of fairness and equity in assessment that contextualize and operationalize the guidelines. The Task Force groups worked separately in making recommendations for the guidelines and models. In March 2021, the groups began working together to develop this report.

Definition of Fairness and Equity in Assessment

Prior to the first meeting of the Task Force, the chairs met to develop this definition of fairness and assessment at the University of Florida.

Fairness and equity in assessment refer to the process of measurement (e.g., through surveys, batteries, scales, rubrics, tests) such that the interpretations and uses of scores are based on the construct, indicator, or learning outcomes being measured and not the characteristics of the individual (e.g., race, ethnicity, English language proficiency, gender, or disability). Fairness and equity in assessment ensure that no individual is disadvantaged based on these characteristics so that all individuals have an unobstructed opportunity to demonstrate their standing on the construct being measured, and that equal access to assessments and the results of assessments are guaranteed. (2021, Huggins-Manley, A. C.; Miller, M. D; Mutahi, T.)

Fairness and equity in assessment have no single agreed upon set of procedures, however it remains a fundamental issue in protecting individuals and assessment users from the misinterpretation and misuses of results for the intended purpose of the assessment. In the public discourse, fairness and equity are used in many ways and this has led to a variety of methods and processes for advancing assessment in a diverse community. This document is limited to fairness and equity in assessment at the University of Florida specifically. We do not intend any applicability or transferability of our guidelines beyond the university. However, any institution who finds value in our guidelines has our permission to adopt or adapt them as appropriate for their institutional contexts.

These methods and procedures for defining and implementing processes to ensure equity and fairness in assessment are based on multiple forms and uses of assessments. To help define the guidelines and models for UF, this report is organized by two factors. First, the assessments at the University of Florida focus on four primary groups of stakeholders: (1) Students, (2) Faculty, (3) Staff and (4) Applicants.

The second factor addressed in the guidelines and models are the phases of assessment since fairness and equity practices and methods would vary at each phase. For example, fairness and equity might focus on content and types of tasks individuals are expected to complete when developing or selecting assessments. In contrast, fairness and equity may focus on rubrics or transparency when defining scoring or reporting procedures. Thus, the following phases of assessment might lead to different concerns for fairness and equity within each one of the four primary groups of stakeholders:

- Assessment Development
- Assessment Selection
- Assessment Administration
- Opportunity to Learn (preparation for the assessment)
- Assessment Scoring
- Assessment Score Interpretations and Uses
- Evaluations of Assessments (e.g., validity and reliability evidence)

While individual groups and phases of assessment address multiple ways that fairness and equity are defined and procedures are implemented, fairness and equity considerations will vary in other ways. Users of assessments should always consider how fairness and equity fits for the specific assessments and make the appropriate adaptations. For example, classroom assessments will take many forms that need different methods to ensure fairness and equity. A closed response (e.g., multiple choice) may lead to statistical considerations of group differences and content as the primary issues for ensuring fairness and equity. In contrast, open-ended responses would necessitate a broader consideration of transparency and clarity in scoring procedures. These guidelines also recognize the importance of considering issues associated with technologies for online assessments. However, technology issues are not fully addressed. In addition, fairness and equity issues will vary depending on the characteristics of the individuals. For example, the Disability Resource Center (<https://disability.ufl.edu/>) provides support for students with disabilities and issues in assessment. Consequently, it is important to use these guidelines as one source for considering fairness and equity in assessment and to always examine assessment practices for the local usage, bearing in mind multiple ways to conduct assessment and factors that motivate individuals to reflect and build a "sense of shared responsibility while acknowledging inequality of opportunity as a systemic barrier to achieving success" (Eizadirad, 2019, p. 205).

Primary Groups of Stakeholders

While the Guidelines can be broadly applied in many areas of assessment, the guidelines and models consider assessment contexts relevant to four groups: students, faculty, staff and applicants.

Student Assessment

Student assessments are used at the University of Florida in many forms, and each should consider issues of fairness and equity in assessment. Student assessments include but are not limited to:

- Course-based assessments (e.g., Final papers, portfolios)
- Scholarship and Award Applications
- Program-level assessments (e.g., Qualifying Exams, Clinical assessments, Practica/Internship/Assistantship assessments, Capstone)
- University-level assessments (e.g., Graduation Survey, Academic Spoken English)

Faculty Assessment

Faculty assessments are used at the University of Florida in many forms, and each should consider issues of fairness and equity in assessment. Faculty assessments include but are not limited to:

- Student Evaluations of Teaching (SET)
- Annual Reviews including assessments for merit raises
- Internal research assessments (e.g., SEED funding)
- Tenure and Promotion assessment – tenure track and non-tenure track
- Faculty awards (e.g., Doctoral Dissertation Advisor/Mentoring Award)

Staff Assessment

Staff assessments are used at the University of Florida in many forms, and each should consider issues of fairness and equity in assessment. Staff assessments include but are not limited to:

- Hiring Process
- UF Engage Quarterly Evaluations
- Annual Evaluations
- Merit Raise Process
- Exit Survey

Applicant Assessment

Applicant assessments are used at the University of Florida in many forms, and each should consider issues of fairness and equity in assessment. Applicant assessments include but are not limited to:

- Standardized exams (e.g., GRE, SAT)
- Standardized Language Exams (e.g., TOEFL)
- Applicant Essays
- Reference Letters
- Prior academic achievement (e.g., GPA, transcripts, resume materials)

- Extra-curricular activities (e.g., Sports, athletics, student government)

Guidelines

The following guidelines address fairness and equity in the entire assessment process, including development, opportunity to learn, administration, scoring, score interpretations and uses, and the evaluation of the measurement properties of the assessment across four groups of stakeholders: (1) students, (2) Faculty, (3) Staff, and (4) Applicants.

Guideline 1 - Assessment Development

1.1 Assessment developers (e.g., faculty, teaching assistants, etc.) should evaluate content and tasks for the degree to which their results support the decisions and uses being made from the assessment.

- 1.1.a. Assessment reflects clearly defined constructs, and guidelines for ratings (if applicable), interpretations, and recommendation uses.
- 1.1.b. For course assessments, there is a clear alignment of assessment content with Student Learning Objectives of the course. In the case of a Research course or internship, there are clear guidelines for evaluations from the start of the semester.
- 1.1.c. For program assessments, there is a clear alignment of assessment content with the program student learning outcome for the course.
- 1.1.d. Assessments are flexible and adaptable to meet cultural characteristics, diverse identities, and ways of knowing (i.e., Culturally responsive).
- 1.1.e. Assessment development is a collaborative process that includes the voices of those who will be assessed (e.g., student engagement).

Guideline 2 - Assessment Selection

2.1 When using assessments from external sources, selection of the assessments should include consideration of any data on differences by relevant groups as well as external reviews of the assessments for fairness and equity.

- 2.1.a. Coherence of purpose and results are keys in supporting effective accountability systems (i.e., is the assessment method conducive to monitoring and accomplishing results in which diversity and inclusion are supported?)
- 2.1.b. Individuals are granted as much flexibility as possible in selecting materials that demonstrate their knowledge and skills on an assessment.
- 2.1.c. When faculty select a third-party exam as an assessment of a program student learning outcome, they must prepare and present an interpretation and use argument to the Academic Assessment Committee for their approval.

2.2 Assessment content and tasks of external assessments should be reviewed for their representativeness to the decisions and uses being made from the assessment.

2.2.a. Assessment items are continuously reviewed to ensure the effects of bias are mitigated both at the time the assessment is administered and when data is used to inform decisions.

2.2.b. High-stakes assessments (internal or external) are reviewed by a diverse set of persons prior to administration, including, item analysis, reliability analysis, and review of validity evidence after administration but prior to posting grades.

Guideline 3 - Assessment Administration

3.1 Assessments should have clear, consistent, and unbiased directions for administration.

3.1.a. Trainings in the areas of bias, cultural competence, and culturally responsive assessment are available and encouraged.

3.2 Survey administration should aim to increase response rates by including groups that have traditionally had lower response rates. Bias in response rates should be considered in interpreting results of assessments.

3.2.a. Recruitment for survey participation is done through venues that are accessible to underrepresented groups (i.e., survey platforms that allow for accessibility, link to surveys sent or posted in affinity groups)

3.3 Assessment processes and procedures should ensure access to opportunities and technologies are equitable for all individuals and groups taking the assessments (e.g., accommodations for students, reasonable accommodations for employees, alternative assessment sites).

3.3.a. Accessibility and inclusive technology are available for all individuals without undue costs.

3.3.b. When use of remote proctoring services is necessary, procedures should be clearly defined to accommodate all learners and avoid equity issues in access to technology and physical spaces for the assessment, and to mitigate possible biases in AI-enhanced proctoring services.

3.3.c. When possible, accommodation needs are kept private from the assessor, reducing possible biases in scoring, and increasing appropriate use of accommodation for individuals who are not comfortable requesting them.

3.3.d. Individuals are granted as much flexibility as possible in demonstrating their knowledge and skills on an assessment.

Guideline 4 - Opportunity to Learn

4.1 Assessments should ensure opportunities and technologies are available for all groups to prepare for assessments.

4.1.a. Resources necessary for assessment preparation at various levels are available (e.g., certification assessments for students, software to be used for collection of documents in T&P process, UF Engage for staff)

4.1.b. Students have access to the faculty member's time during the course and prior to assessments for clarification if necessary.

4.2 Assessment plans should include formative assessments and training that provide opportunities to learn prior to summative assessments.

4.2.a. Systems for assessment data monitoring are in place and serve to evaluate and make changes toward progress.

4.2.b. Assessments serve as learning tools so that individuals have opportunities to engage in feedback, reflection, and self-evaluation.

Guideline 5 - Assessment Scoring

5.1 Assessment scoring procedures should be clearly defined and transparent prior to administration. For open-ended responses, guidelines include clear rubrics and procedures for scoring with the rubrics.

5.1.a. Consistent scoring methods and interpretation are achieved by clear guidelines and a balance of numerical and open-ended items that support unbiased evaluations of performance and ensure equitable opportunities for professional/academic growth.

5.1.b. Clearly defined policies for granting and grading missed, or late assessments are established prior to the intended administration of the assessment.

5.1.c. Use of text originality reports is transparent for the individuals, applied consistently to all individuals, and used for formative purposes of assessment improvement when possible.

5.1.d. When possible, individuals' identities are anonymous to the assessor.

5.1.e. To reduce biases in scoring, norming is used across different scorers, peer review scoring is evaluated for consistent scoring across peers, and groups of co-scorers are intentionally selected for diversity and monitored for fairness.

5.2. Qualifications and characteristics of assessors are documented.

5.2.a. The assessors are as representative as possible of the characteristics of the individuals being assessed (e.g., gender, race, role)

5.2.b. The assessors are knowledgeable of competencies and skills that are relevant for a specific assessment process or procedure.

5.2.c. All assessors have access to, and are encouraged to receive, trainings in the areas of bias, cultural competence, and culturally responsive assessment to support equity in scoring.

Guideline 6 - Assessment Score Interpretation and Use

6.1 Score interpretation and use should be clearly defined and transparent to assessors and individuals.

6.1.a. Assessment outcome interpretation and use is consistent across individuals and groups of individuals, considering specific needs and applications (e.g., student evaluation of teaching, T&P process and staff promotion are consistent within unit and across colleges when applicable, UF Engage is consistent across units, UF admission requirements are consistent within units and across colleges when applicable).
6.2 When uses of assessments include high stakes uses, multiple indicators should be included in score interpretations and use.

6.2.a. Multiple sources of assessment are used to determine fair and equitable actions that support the growth and success of students, faculty, and staff across various groups (e.g., gender, race).

6.2.b. Multiple time points of assessment are used to determine fair and equitable actions that support the growth and success of students, faculty, and staff across various groups (e.g., gender, race).

Guideline 7 - Evaluation of Assessment

7.1 Evidence of validity and reliability should be included for assessments, including expert review when possible.

7.1.a. Assessments are systematically reviewed for validity evidence.

7.1.b. Reliability of assessments, including reliability of scoring open-ended assessments, should be documented.

7.2 Evidence of fairness should be documented.

7.2.a. Procedures to determine fairness and equity of assessments are conducted and documented based on input of assessors and individuals. When resources are available fairness and equity are enhanced by using external experts (e.g., search advocate, provocateur, IDEA Committees, fairness assurance officer, content expert).

7.2.b. Assessment methods are continuously revised to ensure they focus on expected outcomes and are unbiased (e.g., racial, cultural, gender).

7.2.c. Disaggregated data serves to identify potential assessment issues that might be impacting outcomes for underrepresented groups (e.g., bias, cultural stereotyping, limited accessibility).

Guidelines Matrix

The purpose of the Guidelines Matrix is to indicate the applicability of the guidelines for each one of the primary group of stakeholders. Most guidelines will apply to all groups.

Guidelines	Students	Faculty	Staff	Applicants
Guidelines 1 (Assessment Development)				
<i>1.1 Assessment developers (e.g., faculty, teaching assistants, etc.) should evaluate content and tasks for the degree to which their results support the decisions and uses being made from the assessment.</i>				
<i>1.1.a. Assessment reflects clearly defined constructs, and guidelines for ratings (if applicable), interpretations, and recommendation uses.</i>	x	x	x	x
<i>1.1.b. For course assessments, there is a clear alignment of assessment content with Student Learning Objectives of the course. In the case of a Research course or internship, there are clear guidelines for evaluations from the start of the semester.</i>	x			
<i>1.1.c. For program assessments, there is a clear alignment of assessment content with the program student learning outcome for the course.</i>	x			
<i>1.1.d. Assessments are flexible and adaptable to meet cultural characteristics, diverse identities, and ways of knowing (i.e., Culturally responsive).</i>	x	x	x	x
<i>1.1.e. Assessment development is a collaborative process that includes the voices of those who will be assessed (e.g., student engagement).</i>	x	x	x	x
Guidelines 2 (Assessment Selection)				
<i>2.1 When using assessments from external sources, selection of the assessments should include consideration of any data on differences by relevant groups as well as external reviews of the assessments for fairness and equity.</i>				
<i>2.1.a. Coherence of purpose and results are keys in supporting effective accountability systems (i.e., is the assessment method conducive to monitoring and accomplishing results in which diversity and inclusion are supported?)</i>	x	x	x	x
<i>2.1.b. Individuals are granted as much flexibility as possible in selecting materials that demonstrate their knowledge and skills on an assessment.</i>	x	x	x	x
<i>2.1.c. When faculty select a third-party exam as an assessment of a program student learning outcome, they must prepare and present an interpretation and use argument to the Academic Assessment Committee for their approval.</i>	x			

Guidelines	Students	Faculty	Staff	Applicants
<i>2.2 Assessment content and tasks of external assessments should be reviewed for their representativeness to the decisions and uses being made from the assessment.</i>				
<i>2.2.a. Assessment items are continuously reviewed to ensure the effects of bias are mitigated both at the time the assessment is administered and when data is used to inform decisions.</i>	X	X	X	X
<i>2.2.b. High-stakes assessments (internal or external) are reviewed by a diverse set of persons prior to administration, including, item analysis, reliability analysis, and review of validity evidence after administration but prior to posting grades.</i>	X		X	X
Guidelines 3 (Assessment Administration)				
<i>3.1 Assessments should have clear, consistent, and unbiased directions for administration.</i>				
<i>3.1.a. Trainings in the areas of bias, cultural competence, and culturally responsive assessment are available and encouraged.</i>	X	X	X	X
<i>3.2 Survey administration should aim to increase response rates by including groups that have traditionally had lower response rates. Bias in response rates should be considered in interpreting results of assessments.</i>				
<i>3.2.a. Recruitment for survey participation is done through venues that are accessible to underrepresented groups (i.e., survey platforms that allow for accessibility, link to surveys sent or posted in affinity groups)</i>	X	X	X	X
<i>3.3 Assessment processes and procedures should ensure access to opportunities and technologies are equitable for all individuals and groups taking the assessments (e.g., accommodations for students, reasonable accommodations for employees, alternative assessment sites).</i>				
<i>3.3.a. Accessibility and inclusive technology are available for all individuals without undue costs.</i>	X	X	X	X
<i>3.3.b. When use of remote proctoring services is necessary, procedures should be clearly defined to accommodate all learners and avoid equity issues in access to technology and physical spaces for the assessment, and to mitigate possible biases in AI-enhanced proctoring services.</i>	X			
<i>3.3.c. When possible, accommodation needs are kept private from the assessor, reducing possible biases in scoring, and increasing appropriate use of accommodation for individuals who are not comfortable requesting them.</i>	X			
<i>3.3.d. Individuals are granted as much flexibility as possible in demonstrating their knowledge and skills on an assessment.</i>	X	X	X	X
Guidelines 4 (Opportunity to Learn)				
<i>4.1 Assessments should ensure opportunities and technologies are available for all groups to prepare for assessments.</i>				

Guidelines	Students	Faculty	Staff	Applicants
<i>4.1.a. Resources necessary for assessment preparation at various levels are available (e.g., certification assessments for students, software to be used for collection of documents in T&P process, UF Engage for staff)</i>	X	X	X	X
<i>4.1.b. Students have access to the faculty member's time during the course and prior to assessments for clarification if necessary.</i>	X			
4.2 Assessment plans should include formative assessments and training that provide opportunities to learn prior to summative assessments.				
<i>4.2.a. Systems for assessment data monitoring are in place and serve to evaluate and make changes toward progress.</i>	X	X	X	X
<i>4.2.b. Assessments serve as learning tools so that individuals have opportunities to engage in feedback, reflection, and self-evaluation.</i>	X	X	X	X
Guidelines 5 (Assessment Scoring)				
5.1 Assessment scoring procedures should be clearly defined and transparent prior to administration. For open-ended responses, guidelines include clear rubrics and procedures for scoring with the rubrics.				
<i>5.1.a. Consistent scoring methods and interpretation are achieved by clear guidelines and a balance of numerical and open-ended items that support unbiased evaluations of performance and ensure equitable opportunities for professional/academic growth.</i>	X	X	X	X
<i>5.1.b. Clearly defined policies for granting and grading missed, or late assessments are established prior to the intended administration of the assessment.</i>	X			
<i>5.1.c. Use of text originality reports is transparent for the individuals, applied consistently to all individuals, and used for formative purposes of assessment improvement when possible.</i>	X			
<i>5.1.d. When possible, individuals' identities are anonymous to the assessor.</i>	X			X
<i>5.1.e. To reduce biases in scoring, norming is used across different scorers, peer review scoring is evaluated for consistent scoring across peers, and groups of co-scorers are intentionally selected for diversity and monitored for fairness.</i>	X	X	X	X
5.2. Qualifications and characteristics of assessors are documented.				
<i>5.2.a. The assessors are as representative as possible of the characteristics of the individuals being assessed (e.g., gender, race, role)</i>	X	X	X	X
<i>5.2.b. The assessors are knowledgeable of competencies and skills that are relevant for a specific assessment process or procedure.</i>	X	X	X	X
<i>5.2.c. All assessors have access to, and are encouraged to receive, trainings in the areas of bias, cultural competence, and culturally responsive assessment to support equity in scoring.</i>	X	X	X	X
Guidelines 6 (Assessment Score Interpretation and Use)				

Guidelines	Students	Faculty	Staff	Applicants
6.1 score interpretation and use should be clearly defined and transparent to assessors and individuals.				
6.1.a. Assessment outcome interpretation and use is consistent across individuals and groups of individuals, considering specific needs and applications (e.g., student evaluation of teaching, T&P process and staff promotion are consistent within unit and across colleges when applicable, UF Engage is consistent across units, UF admission requirements are consistent within units and across colleges when applicable).	x	x	x	x
6.2 When uses of assessments include high stakes uses, multiple indicators should be included in score interpretations and use.				
6.2.a. Multiple sources of assessment are used to determine fair and equitable actions that support the growth and success of students, faculty, and staff across various groups (e.g., gender, race).	x	x	x	x
6.2.b. Multiple time points of assessment are used to determine fair and equitable actions that support the growth and success of students, faculty, and staff across various groups (e.g., gender, race).	x	x	x	
Guideline 7 (Evaluation of Assessment)				
7.1 Evidence of validity and reliability should be included for assessments, including expert review when possible.				
7.1.a. Assessments are systematically reviewed for validity evidence	x	x	x	x
7.2.b. Assessment methods are continuously revised to ensure they focus on expected outcomes and are unbiased (e.g., racial, cultural, gender).	x	x	x	x
7.2 Evidence of fairness should be documented.				
7.2.a. Procedures to determine fairness and equity of assessments are conducted and documented based on input of assessors and individuals. When resources are available fairness and equity are enhanced by using external experts (e.g., search advocate, provocateur, IDEA Committees, fairness assurance officer, content expert)	x	x	x	x
7.2.b. Assessment methods are continuously revised to ensure they focus on expected outcomes and are unbiased (e.g., racial, cultural, gender).	x	x	x	x
7.2.c. Disaggregated data serves to identify potential assessment issues that might be impacting outcomes for underrepresented groups (e.g., bias, cultural stereotyping, limited accessibility)	x	x	x	x

Models

The models included in this section reflect the results of collaborations among the Models subgroups. Each Model subgroup located and developed models that operationalize the guidelines for fairness and equity in the context of a particular type of student, faculty, staff, and applicant assessment. These models provide examples of how guidelines would be applied for a specific assessment context.

Student Assessment (In-Class Assessment)

Student assessments in classes can take many forms including open- and close-ended items. The first step in making certain that the assessment is fair and equitable is making sure the assessment is aligned with the course learning objectives and the curriculum (FEA Guideline #1) in content and the types of items used. Documenting fairness includes reviewing the content and the tasks of the assessment to make certain that it aligns with the learning outcomes and that it does not disadvantage any group of students (e.g., gender race or ethnicity). This review can be done as a validation of the content where other faculty review the assessments for content alignment and group sensitivity (FEA Guideline #7). Teaching Assistants (TAs) should have their assessments reviewed by the supervising instructor. In planning the assessment, care needs to also be taken to ensure that all students have the same opportunity to learn the content and tasks (FEA Guideline #4). No student should have an unfair advantage with prior knowledge of the content of the assessment. All students should also have equal opportunities to take the assessment that are not affected by administration conditions (FEA Guideline #3). For example, for online assessments, no student should be disadvantaged by lack of access to technology necessary for the assessment, nor should different directions in different sections of a class affect performance.

If the assessment includes open-ended assessments, the scoring rubrics should be included in the syllabus and/or learning management system, so that students are aware of what is expected. Scoring assistants and TAs should be trained in the use of the rubric (FEA Guideline #5). In addition, the syllabus should clearly outline how the assessment will be used in determining grades or other uses (FEA Guideline #6). Uses of the assessment, scoring, and the linked learning outcomes should be described in the syllabus and/or learning management system.

Faculty Assessment (Tenure & Promotion Assessment)

Whether in a tenure track position or a non-tenure track position, faculty tenure and promotion assessments consist of processes used to evaluate performance in teaching, research, and/or service of a faculty member in consideration of granting tenure or promotion. A first step in ensuring fairness and equity in these assessments involves ensuring the review processes align with the decisions being made about the faculty member (FEA Guideline #1). If any external assessments, including reviews of promotion materials by external persons, are used to assess faculty during the tenure and promotion process, they must first be evaluated for issues of fairness and equity (FEA Guideline #2). For example, in the initial collection of external reviewers the diversity and background of the reviewers should be considered (e.g., by the department chair in consultation with an equity advisor). All faculty eligible to vote on another's tenure and promotion materials are expected to participate in the process in order to maintain a high response rate and must be provided with clear directions for review as well as training

on conducting evaluations to mitigate bias (FEA Guideline #3). The directions for reviewers should be consistent with the unique assignments and effort allocations of the candidate. With respect to preparing materials for faculty tenure and promotion, all faculty should have equal and unobstructed access to resources, trainings, and other information that can assist in such assessment preparation (FEA Guideline #4). When reviewing and scoring faculty tenure and promotion materials, all review procedures should be as transparent as possible, and the qualifications of all persons involved in the review of faculty materials should be diverse, aligned with the knowledge needed to review the faculty member, and documented transparently (FEA Guideline #5). Similarly, the way in which reviews of tenure and promotion materials will be used to make decisions should be transparent to the faculty, with the expectation that all reviews of faculty materials are based on multiple indicators (FEA Guideline #6). In addition to the above considerations, faculty tenure and promotion review procedures must be regularly evaluated for validity, reliability, and fairness (FEA Guideline #7). These evaluations should be conducted systematically at the departmental, college, and university level and documented transparently.

Staff Assessment (UF Engage)

Assessment of staff are presented in a variety of formats across stages of employment (i.e., from hiring to quarterly performance evaluations, merit raises, and job reclassification). Additionally, staff may be asked to complete surveys that may contribute to the evaluation of climate in the workspace, or exit surveys, in which an employee may share reasons for leaving the job. Supervisors should conduct assessment of staff for Special Pay Increase (SPI) purposes. In this case, items such as additional duties, internal or external market equity, counteroffer, sustained superior performance (salary increase), and superior performance (one-time increase paid) should be considered in determining a salary increase that does not involve a change in the employee's job classification.

Establishing fairness and equity in processes and procedures utilized to assess staff from the time they are hired to the time they are evaluated for performance, merit raises, or reclassification is crucial in creating accessible professional opportunities for all. FEA Guidelines for staff assessment should be operationalized through models such as staff performance evaluations that are developed and conducted with clear constructs and guidelines for supervisors (FEA Guideline #1) considering the outcomes expected for the position (job description). Assessment processes and procedures for staff that should be continuously revised to ensure they are unbiased and focused on expected outcomes (FEA Guideline #7). For example, UF Engage quarterly evaluations should consistently focus on job descriptions and expected outcomes. Also, when assessing staff's performance, supervisors should utilize assessment methods that are conducive to effective accountability systems that support diversity and inclusion through developing and monitoring goals (FEA Guideline #2 & #4), such as regularly conducting UF engage quarterly meetings. Supervisors should clearly define assessment scoring methods and interpretation prior to administration (FEA Guideline #5 & #6) and should adhere to these methods to ensure fair and equitable support of staff professional growth. Staff supervisors should receive training in the areas of bias, cultural competence, and culturally responsive assessment methods to support consistent, clear, and unbiased assessment administration (FEA Guideline #3) across multiple staff groups, ensuring equitable opportunities for all despite race, ethnicity, gender, or age. Finally, when participation in a staff survey is expected (e.g., climate surveys) and response rates among underrepresented groups need improvement, strategies for recruiting participants should include

disseminating surveys through accessible venues, such as platforms that allow for accessibility and sharing links to surveys among affinity groups (FEA Guideline #3).

Applicants Assessment

Students' admissions process needs to be fair and equitable in every stage from the pre-application process to post application process and transition. First, admissions assessment tools developed or selected need not place any group of applicants reflected in the population at a disadvantage (e.g., gender, disability, non-traditional applicants, international students, race or ethnicity) (FEA guideline #1 & #2). For example, standardized assessments that are used to assess applicants must first be evaluated for issues of fairness and equity (FEA Guideline #2).

Applicants should have equal and full access to institutional resources necessary to complete tests and applications (e.g., technology, Disability Resource Center, English Language Institute) (FEA Guideline #3). Fair access, transparency, and wide participation during recruitment campaigns and enrollment period that allow access to admission requirements, admission criteria, and how applicants are scored are important to ensure underrepresented groups including students from less advantaged backgrounds, disabled students, international students, students from minority ethnic groups, and non-traditional students are not placed at a disadvantage (FEA Guideline #4). Thus, no applicants should have an unfair advantage with more knowledge of the application procedures, criteria, and requirements as compared to other groups in the population. All students in the population need to have equal recruitment opportunities and information regardless of their economic status, physical location, disabilities, or other factors. For example, to attract a diverse pool of applicants, applicants should be aware of financial aid resources available.

During assessment scoring, raters should receive training (FEA Guideline #5), and multiple raters should review each application. Continuous review of assessment tools, materials, systems, processes, methods used, and admissions committee representation is a necessary process (FEA Guideline #7). For example, the admission application, selection guidelines, supplemental questions, and committee representation should be continuously evaluated. Models from units within institutions or other institutions implementing best practices in this area could be reviewed for possible adoption. Diverse representation and training of admissions committees would inform a fair and equitable admissions process (FEA Guideline #5).

Glossary

Accommodations - Accommodations are changes to the assessment environment that remove barriers and provide equitable opportunities for engagement for all. (University of Florida Disability Resource Center)

Individual - The person whose performance is being assessed.

Assessment - Any process used to evaluate or measure an individual, group of individuals, or program. (UF Fairness and Equity in Assessment Task Force, 2021)

Assessor - The person who is observing the performance or collecting information about the product. (Apple & Baehr, 2003)

Bias - Aspects of the assessment which systematically results in an over- or under-estimate of performance that is not attributable to the construct being measured. For example, construct-irrelevant components of test scores that differentially affect the performance of different groups of test takers and consequently the reliability/precision and validity of interpretations and uses of results. (Standards for Educational and Psychological Testing, 2014)

Construct - The trait, concept, or characteristic that the assessment is designed to measure. (Standards for Educational and Psychological Testing, 2014)

Culturally Responsive Assessment – In the context of student’s assessment, Montenegro and Jankowski (2017) define culturally responsive as “assessment that is mindful of the student populations the institution serves” (p. 10). For the purpose of the FEA Guidelines, we extend cultural responsiveness to applicants, faculty and staff. Additionally, culturally responsive assessments should use language that is appropriate for diverse populations considering individual characteristics (Montenegro & Jankowski, 2017).

External assessments - Assessments developed by an individual or organization external to UF. (UF Fairness and Equity in Assessment Task Force, 2021)

Fairness and Equity in Assessment - Fairness and equity in assessment refer to the process of measurement (e.g., through surveys, batteries, scales, rubrics, tests) such that the interpretations and uses of scores are based on the construct, indicator, or learning outcomes being measured and not the characteristics of the examinee (e.g., race, ethnicity, English language proficiency, gender, or disability). Fairness and equity in assessment ensure that no examinees are disadvantaged based on these characteristics, so all students have an unobstructed opportunity to demonstrate their standing on the construct being measured, and that equal access to assessment is guaranteed. (Huggins-Manley, Miller, & Mutahi, 2021)

Formative assessments - An assessment that provides feedback to adjust processes with the goal of improving individual's achievement of intended outcomes. (Standards for Educational and Psychological Testing, 2014)

High-stakes assessments - An assessment used to provide results that have important, direct consequences for individuals, programs, or institutions involved in the assessment. (Standards for Educational and Psychological Testing, 2014)

Internal assessments - Assessments developed by an individual or organization internal to UF. (Fairness and Equity in Assessment Taskforce, 2021)

Norming - The process of constructing norms or the typical performance of a group on the assessment (Frey, 2018)

Rating - A classification of the individual based on scoring the assessment on a set of standards, often based on a rubric. (Oxford Lexico, n.d.)

Reliability - Reliability refers to the consistency of the scores across instances of the assessment procedure. (Standards for Educational and Psychological Testing, 2014)

Rubric - A scoring guide used to evaluate the quality of constructed responses or products resulting in a rating. (University of Texas, Austin Faculty Innovation Center, 2017)

Score - Any specific number resulting from the assessment of an individual, such as raw score, a scale score, an estimate or latent variable, a production count, an absence record, a course grade, or a rating. (Standards for Educational and Psychological Testing, 2014)

Summative assessments - The assessment of knowledge and/or skills typically carried out at the completion of a program. (Standards for Educational and Psychological Testing, 2014)

Validity - Validity refers to the degree to which evidence and theory support the interpretations of assessment results for the proposed uses of the assessments. Validity has to do with the inferences we make based on the results of an assessment and is determined by the evidence we have that can substantiate the claims we make about what our assessment results tell us. (Standards for Educational and Psychological Testing, 2014)

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Task Force Members

Model Development Group

AMY BUHLER, MARSTON SCIENCE LIBRARY

As a librarian, I value evidence-based decision-making and understand the important role assessment plays in ensuring quality learning benchmarks. However, it is clear that long-standing inequities exist in higher education, as well as in higher education's implementation of assessment practices. It is critical that we carefully and continuously examine these processes, identify inequities, and infuse fairness and equity as part of our efforts to dismantle structures that disenfranchise diverse, underrepresented and underserved populations. I believe that placing equity and fairness at the forefront of assessment activities will prioritize changes that will result in an environment that is both conducive for learning and welcoming for all. - Amy Buhler

Amy Buhler is a University Librarian at the University of Florida Marston Science Library. She is an engineering librarian who provides research expertise and instructional support to the areas of Agricultural & Biological Engineering, Biomedical Engineering, and Engineering Education. Prior to her work at Marston, she was a medical librarian at the University of Florida Health Science Center Libraries. Her research interests surround issues related to assessment of information seeking behaviors, library instruction, and the marketing and outreach of library services. Ms. Buhler has conducted research funded by the National Institutes of Health, National Science Foundation, and the Institute of Museum and Library Services. She holds a B.A. from the University of Florida and an M.S.L.S from the University of North Carolina – Chapel Hill.

ANNE DILLARD, COLLEGE OF NURSING

Creative thought is required when planning assessments of student learning in higher education. As a demonstration of integrity, educators should offer a wide range of reliable assessment methods that align with a varying level of student resources. With this individualized approach, we can deliver fair and diverse assessments that dissolve barriers and build equitable outcomes. In this fashion, we serve as role models who are removing obstacles and prioritizing the core values of fairness and equity. - Anne Dillard

Anne Dillard is a clinical assistant professor in the College of Nursing. As a certified nurse educator (CNE), she focuses on engaging learners in diverse topics related to adult health, pathophysiology, and pharmacology. Dr. Dillard is committed to team-teaching. She is successfully coordinating faculty and learners on two campuses to achieve excellence in all course activities under her management. Her teaching role extends into the clinical setting where she is supporting student learning with her expert skills as an Adult Clinical Nurse Specialist. She also serving the college as an active member of the Academic Affairs Committee. Areas of research interest include fair testing methods in nursing education, improving experiential learning at the bedside, and use of simulation in nursing education.

AUDREY GAINNEY, HUMAN RESOURCES

Assessment is vital to determine strengths and opportunities in academic programs, ways to close gaps in student learning, and acquire important information in every discipline. Being a part of the UF Task Force on Fairness and Equity in Assessment affords me the opportunity to make an impact in this area by use of my

knowledge and understanding of inclusive measures that eliminate barriers, mitigate bias, and support the development and establishment of fair and equitable systems and practices. I'm excited about the opportunity to learn and grow with this Task Force. - Audrey Gainey

Audrey Gainey, Senior Certified Professional – Society of Human Resources (SCP-SHRM) serves as Director of Talent Acquisition and Onboarding for University of Florida Human Resources. She is responsible for developing and accessing strategies in support of inclusive recruiting, selection and hiring for faculty and staff that emphasizes the candidate experience, strengthens the recruiting model and programs, and optimizes the UF employment brand.

CORINNE HUGGINS-MANLEY, COLLEGE OF EDUCATION, CO-CHAIR

As a scholar of measurement, I believe in the power of assessment for improving educational outcomes. But we cannot ignore that assessments are often advertently and inadvertently used to maintain systems of privilege and power in society. We must integrate and continuously evaluate fairness in assessment to ensure that we are improving educational outcomes for all students rather than providing undue advantages for some groups of students over others. - Corinne Huggins-Manley

Corinne Huggins-Manley is an Associate Professor in the Research and Evaluation Methodology program in the College of Education. Her research is focused on educational measurement, concerning issues of test fairness, validity, and statistical modeling. Dr. Huggins-Manley teaches multiple graduate level courses that include Theory of Measurement, Item Response Theory, and Rating Scale Design and Analysis. In addition, she provides methodological consultation on various research grants and projects.

CANDICE STEFANOU, COLLEGE OF AGRICULTURAL AND LIFE SCIENCES

One hallmark of attaining an advanced degree is that completion opens doors that might otherwise remain closed. The benefits of earning a college degree should not be ignored. From increased lifetime earning potential to the professional networks that are available, college graduates are likely to see advantages those without a degree may never experience. Fairness and equity in assessment in higher education is essential at every step along the way, from admissions decisions to evaluations of readiness for further study. Without fair, equitable, and culture-fair assessment, the promises of the opportunities an advanced degree can provide are unlikely to be realized. As we engage in our own examination of our predilections and assumptions, we work toward creating processes and procedures that do not disadvantage any group. As an educational psychologist with a specialization in applied measurement and a school psychologist applying assessment methods to assist struggling children, I've always believed that assessment and the conclusions we draw from those assessments must be created, conducted, and interpreted with the lens that keep fairness and equity in sharp focus. - Candice Stefanou

Candice Stefanou is an Adjunct Professor of Family, Youth and Community Sciences at the University of Florida College of Agricultural and Life Sciences. She teaches courses in social science research in the undergraduate program; serves as the Undergraduate Coordinator for the Family, Youth and Community Sciences department; and works with faculty in the College of Veterinary Medicine on research related to teaching and learning in the professions and outcomes assessment. Prior to her appointment at the University of Florida, Dr. Stefanou was Professor of Education at Bucknell University, Lewisburg, Pa. Dr. Stefanou conducts research in college student learning, particularly around issues of how learning environments impact student motivation and self-regulated learning.

DONNA PARKER, PEDIATRICS, UF HEALTH

Graduation from institutions of higher education leads to increased opportunity for employment in a field which an individual enjoys, thus promoting personal satisfaction. Meaningful employment provides financial stability, allowing a graduate to change the trajectory of the entire family, often the community in addition to that of the graduate. I consider higher education to be the greatest equalizer to improve financial assets and standard of living, resulting in better health outcomes, increased quality of housing and access to quality schools, amongst other gains. Access to higher education is often limited, with those from traditionally underrepresented minority racial/ethnic groups having less opportunities to matriculate. Upon matriculation, it is important that the institution is prepared and willing to afford equitable access to a full and rich educational experience, providing resources based on the student's needs. These needs may be physical, psychological (e.g., sense of belonging), differences in the level of preparedness based on the high school attended, language or effects of bias based on race, ethnicity, nationality, sexual orientation, religion, age, gender, geography or other differences. In addition to equitable resources, the institution must assure that the assessment of students is fair and without bias, to ensure that students achieve their full educational potential in order to benefit from the fruits of higher education. - Donna Parker

Donna M. Parker currently serves as the Associate Dean for Diversity and Health Equity, and Assistant Professor of Pediatrics at the University of Florida Health, in Gainesville, Florida. Dr. Parker graduated from Florida International University in Miami, Florida with the Bachelor of Arts degree in Chemistry in 1986, and from the University of Florida, College of Medicine in 1990 with the Doctor of Medicine degree. She completed her pediatric residency training at UF Shands Hospital in 1993, and was employed at the Alachua County Health Department as a staff pediatrician. In 1998, she became a member of the University of Florida, department of Pediatrics faculty and was also appointed as Assistant Dean for Minority Affairs; later promoted to Associate Dean for the Office for Diversity and Health Equity.

JOANNA HERNANDEZ, COLLEGE OF JOURNALISM AND COMMUNICATIONS

We live in a diverse society. As educators, we want to ensure that we provide all our students with the tools they need to be successful. Assessment is our tool to ensure the educational process in which we maneuver is fair and equitable for all our students — who will work toward creating a better future that benefits all of society. - Joanna Hernandez

Joanna Hernandez is a lecturer at the College of Journalism and Communications' Journalism Department. She is also CJC's Director of Inclusion and Diversity and serves as co-chair of the Inclusion, Diversity and Equity Committee. Hernandez has a bachelor's degree from New York University, where she studied journalism; and a Master of Public Administration from Baruch College, where she specialized in government and nonprofits. In addition, she has served as a council member of the Accrediting Council on Education in Journalism and Mass Communication. She is also a college program evaluator for the ACEJMC, evaluating college journalism programs up for accreditation. She currently serves on the board of directors for The Independent Florida Alligator and was recently elected treasurer of Journalism and Women Symposium (JAWS).

MADLINE JOSEPH, COLLEGE OF MEDICINE

With the ever-changing landscape of education in the medical field and efforts needed to close the gaps in health disparities, I believe it is critical to consistently perform systematic assessment of the entire

educational process. That includes assessment of the educational goals, learners' competencies, and assessment of innovative pedagogical approaches to ensure maximal individual learning. Recently, I have been involved in the review of competencies in Diversity, Equity, and Inclusion across the continuum of medical education. I am thrilled to have the opportunity to collaborate with other faculty throughout UF to help shape the development and the implementation of fair and equitable assessment at UF. - Madeline Joseph

Madeline Joseph is a Professor of Emergency Medicine and Pediatrics in the College of Medicine, Jacksonville. She is the Associate Dean for Inclusion and Equity. She held the directorship of the Pediatric Emergency Medicine (PEM) Fellowship program from 1996 to 2006 and now is the Co-Chair of the PEM Clinical Competency Committee. Dr. Joseph is involved in numerous national and state leadership positions including serving on the American College of Emergency Physicians (ACEP) Education Committee and Maintenance of Certification. Currently, Dr. Joseph is serving on the Board of Directors of the American Academy of Pediatrics. With her expertise in education, clinical and leadership her scholarly interest includes assessment of the impact of integrating diversity, equity, and inclusion in medical education to achieve health equity for all patients.

NAWARI NAWARI, COLLEGE OF DESIGN, CONSTRUCTION, AND PLANNING

Fairness and Equity in academic assessment are essential parts of effective teaching. Using a fair and equitable assessment system to measure students learning outcomes offer every individual an opportunity to achieve their full potentials and goals. Such an approach will also minimize implicit bias, enhance diversity, and foster a healthy academic environment at UF. - Nawari Nawari

Nawari Nawari is an associate professor in the College of Design, Construction, and Planning (DCP), School of Architecture. He serves as the Diversity officer for the college. Dr. Nawari has written and co-authored 6 books and over 150 publications and advised more than 80 Master and Ph.D. Students. Dr. Nawari research focuses on BIM standardization, automating building code conformance checking, and Blockchain Technologies. He is a member of the BIM committee of the Structural Engineering Institute (SEI) and co-chaired the subcommittee on BIM in education. For over 20 years, Dr. Nawari is a board-certified professional engineer in Florida and Ohio. Notably, Dr. Nawari was inducted as a fellow of the American Society of Civil Engineers (ASCE) in 2016 for sustaining records of contributions to the field.

PATRICK KLAGER, ENGLISH LANGUAGE INSTITUTE

Assessment is one of the most critical components of learning, and as a result, it is crucial to design assessments that are fair and equitable for all. Without equitable and fair assessment, students would have a difficult time understanding their individual progress or self-motivating, and teachers would not be able to properly measure the effectiveness of their instruction and adapt it to meet the needs of their individual students. I am excited to be a member of this task force and to work towards improving the quality of assessing and learning at the University of Florida. - Patrick Klager

Patrick Klager is an Instructor and the Grammar Skill Coordinator at the University of Florida's English Language Institute. As an instructor, he teaches academic and conversational English to international students and prepares them for successful study at the graduate or undergraduate level in the United States. As a coordinator, he maintains and reviews the grammar curriculum and designs the departmental grammar assessments. His pedagogical interests include TESOL education, teacher education, and narrative inquiry as

professional development. Patrick received his M.A. in Linguistics and SLAT Certificate from the University of Florida.

RACHEL J. C. FU, COLLEGE OF HEALTH AND HUMAN PERFORMANCE

Vision is about who we want to become. Mission is about what we do to become who we want to be. Fair and equitable assessment plays an essential role to advocate whether the goals of education are being met. Indeed, assessments inspire us to ask an authentic question: "Are we preparing our generations for now and years ahead?" I am excited to be part of our UF's Task Force on Fairness and Equity in Assessment to work with entities collaboratively and collectively to prepare future leaders. - Rachel J.C. Fu

Rachel J. C. Fu is the Chair and Professor of the Department of Tourism, Hospitality, and Event Management (THEM) in the College of Health and Human Performance (HHP) at the University of Florida, where she is also the Director of the Eric Friedheim Tourism Institute (EFTI). In the past decade, through serving as guest editor, associate editor, editorial board member, and reviewer, Rachel has provided leadership in academic and professional organizations. Rachel has published more than 178 papers, including refereed journal articles (55), refereed conference papers (71), a magazine article (1), newsletters (10), technical reports (37),

RAÚL SÁNCHEZ, COLLEGE OF LIBERAL ARTS AND SCIENCES

Raúl Sánchez is Associate Professor in the Department of English and Affiliate Faculty in the Center for Latin American Studies. He is the author of two books: *The Function of Theory in Composition Studies* (SUNY, 2005) and *Inside the Subject: A Theory of Identity for the Study of Writing* (NCTE, 2017). He is the co-editor, with Iris D. Ruiz, of *Decolonizing Rhetoric and Composition Studies: New Latinx Keywords for Theory and Pedagogy* (Palgrave, 2016). He teaches courses in advanced composition, rhetorical theory, and cultural studies. He is the former co-president of the Latinx Caucus of the Conference on College Composition and Communication. He is the former president of the UF chapter of the United Faculty of Florida.

RICHARD SEGAL; COLLEGE OF PHARMACY

Attention to fairness and equity in assessment needs to be at the top of the agenda in higher education, as illustrated by recently raised questions such as whether the GRE produces scores that are biased in favor of or against student groupings that share traits such as gender, race and ethnicity. The UF Task Force on Fairness and Equity in Assessment is a significant forward step in the University's progress to address inequality and bias on campus. - Richard Segal

Rich Segal is a Professor at the Department of Pharmaceutical Outcomes and Policy. He specializes in designing new systems for improving the safety of medications. Dr. Segal's current research is funded by the Florida Department of Health and the Centers for Disease Control and Prevention (CDC) where he focuses on creating culturally intelligent interventions to improve medication taking practices of people from diverse backgrounds. He has also been active in addressing diversity and inclusion at the College and University levels. Rich earned a Ph.D. in the field of medication safety and pharmacy at Virginia Commonwealth University's Medical College of Virginia campus.

and book chapters (4). Rachel serves as HHP Dean's I.D.E.A. Council Chair & Campus Diversity Liaison.

ROBERT THOMAS, WARRINGTON COLLEGE OF BUSINESS

As the events of 2020 illustrate, the lack of equity, inclusion, and access are pervasive in U.S. society. The multitude of videos illustrating the brutality of police against black and brown people makes it impossible to ignore the inequality of physical interactions with authority figures. Yet, less visible and, often, less intentional practices obstruct marginalized communities from obtaining access to opportunities that lead to equitable and inclusive treatment. Assessment is a practice that has often served as an obstructive force against universal access and opportunity in our society. Higher education has long served as a gateway to upward mobility as well as access and opportunity. If serving all the peoples of Florida is foundational in the University of Florida mission, then it is essential that the assessments it employs meet the standards of equity and inclusion. - Robert Thomas

Robert E. Thomas is Darden Restaurants Professor of Diversity Management and Assistant Dean for Inclusion, Diversity, Equity, and Access in the Warrington College of Business. He has also served as Chair of the Management Department in the Warrington College, and President of the Academy of Legal Studies in Business. His research is in the areas of intellectual property, negotiation, and conflict management. Previous appointments include the University of Michigan Business School and the Institut D'Administration Des Entreprises in Aix-en-Provence, France, and visiting positions at the Wharton School of Business, University of Pennsylvania, and Stanford Business School. Professor Thomas is a Princeton University graduate and received his J.D. and Ph.D. from Stanford Law School and Stanford Business School, respectively.

ROSE PRINGLE, COLLEGE OF EDUCATION

In higher education, a fair and equitable assessment system aligned with teaching and learning goals, provides continuous evidence of all students' learning. For effectiveness, instructors then incorporate this information into their instructional decisions as they seek to meet the learning needs of their diverse learners. – Rose M. Pringle

Rose M. Pringle is an associate professor in science education in the School of Teaching and Learning. Her research agenda includes interrelated themes within the continuum of science teacher education, including teacher learning, science curriculum and science-specific pedagogical practices, and promoting teachers' cultural competence. Dr. Pringle investigates pedagogical content knowledge as a framework for shifting practices to heighten teachers' stance toward issues of social justice and their roles in positioning learners who traditionally, are underrepresented in science – specifically, girls of African descent. She therefore operates at the nexus between what knowledge teachers need and how it becomes translated into equitable and culturally sustaining science teaching practices. Her work with teachers challenges assumptions and the status quo toward broadening participation in science and science related-careers.

SHANNON DUNN, INFORMATION TECHNOLOGY

Intentional and sustained focus on fairness and equity in assessment in higher education is essential for many reasons: to provide extensive access to high-quality educational opportunities, to foster a growth mindset and passion for critical thinking and lifelong learning among students, to afford unbiased assessment of student learning outcomes, to express appreciation for human diversity in the learning process, and to begin identifying and combatting structural inequality. - Shannon Dunn

Shannon Dunn, PhD., is an Assistant Director with [University of Florida Information Technology](#) where she manages instructional design and educational technology services at the [Center for Instructional Technology and Training](#). Shannon's background includes undergraduate and graduate instruction with an emphasis on

experiential learning and authentic assessment. With over a decade of experience in delivery and support of instruction in higher education, she enjoys exploring the intersections of pedagogy with technology, learning spaces, and service delivery. Shannon leverages her experience and education across disciplines to model lifelong learning and to advocate for diversity, equity, and inclusion efforts across IT and higher education. Shannon holds a Master of Arts and Doctor of Philosophy in Anthropology along with a Certificate in University Teaching from Syracuse University, and a Bachelor of Arts from New College of Florida.

STEVEN FOTI, COLLEGE OF PUBLIC HEALTH AND HEALTH PROFESSIONS & COLLEGE OF MEDICINE

Assessment is such an integral piece of the teaching and learning process in higher education that it must be given the time and energy to be applied equitably and fairly across all examinees. Efforts placed into the alignment of assessments with their objectives and goals are wasted if the assessment experience differs based on the characteristics of the examinees. While fairness and equity in assessment are not trivial objectives, I believe that modern data collection and analysis tools afford us the opportunity to make significant progress toward them. -Steven Foti

Steven Foti is a Clinical Assistant Professor and Director of the Online MS Program in the Department of Biostatistics. He teaches graduate biostatistics courses to students in the Colleges of Public Health and Health Professions and Medicine with a wide range of academic backgrounds. With a PhD in Curriculum and Instruction and a background in statistics education, Dr. Foti has experience with the development of the Levels of Conceptual Understanding of Statistics (LOCUS) assessments and dedicates much of his time to improving the learning experiences for students in his courses.

VICTORIA GRANT, COLLEGE OF LIBERAL ARTS AND SCIENCES

The active pursuit of fairness and equity is greater than words. It requires strong action that challenges the validity of these statements and promises. The goal of an institution should be to promote every action that highlights equity and inclusivity as a foundation to achievement. As students, we are taught to value the assessment of our work as a symbol of merit and success. However, this definition of success limits the opportunities for individuals of various financial backgrounds, racial groups, and ability levels. There needs to be a shift from disparity to collectivity. We need to provide resources that allow students to grow. We need to encourage academic assessments that empower students to learn and become leaders in their fields, not simply obtain a degree. We need to strive to aim for strategies and practices that determine the true nature and capability of a student. Discrimination in the face of assessment and distribution of prospects has a long history within institutions of education, from admissions, testing procedures and materials, score interpretations, and individual assessment. In an ever-diversifying society, we are presented with a unique opportunity to recognize and rectify systems of inequity and build a new foundation that emphasizes holistic achievement. - Victoria Grant

Victoria Grant is an undergraduate student at the University of Florida pursuing her B.A. in Behavioral and Cognitive Neuroscience Psychology. With a research and clinical background in health psychology and counseling aide, Ms. Grant is interested in obtaining a PhD in Clinical Psychology where she hopes to inspire the focus of minority populations in research and representation in the overall field of science. Outside of her academic achievements, Ms. Grant is a devoted student leader through representation of the Hispanic/Latinx community at UF, social justice activism, community service, and administrative support. Interested in the advancement of Black and Brown communities and underreported identities, Victoria is excited to serve of

the UF taskforce on fairness and equity of assessment, working to make the nature of our campus is worthy of its mission.

Guideline Development Group

ANA PAULA DIAS RIBEIRO, COLLEGE OF DENTISTRY

Since I decided to become a dental educator, assessments have called my attention as I see them as one of the most difficult tasks that as a faculty member I should complete. In the same way that we have different types of learners, there are also multiple ways to assess the mastery of a competency accounting for the diverse student population that we currently have in Higher Education. Therefore, designing assessments with equity and fairness in mind should be a priority in every Institution. - Ana Dias Ribeiro

Ana Paula D. Ribeiro is Clinical Assistant Professor of the Restorative Dental Sciences Department at the University of Florida College of Dentistry; she also serves as Director of Curriculum for the Department of Restorative Dental Sciences, chair of the Curriculum Committee, member of the Research and Constitution committees and the Commission on Change and Innovation in Dental Education Liaison for UFCD. She teaches in many pre-clinical and clinical courses and was chosen as the Class Advisor for Classes 2020 and 2023. Dr. Ribeiro is also involved in patient care and research, particularly in the area of dental material biocompatibility, , cariology, and educational/public health research.

ANNA M. THROMBLEY, INFORMATION TECHNOLOGY

A fair and equitable assessment is essential for the University, as we focus on how to improve the student learning experience, continue to innovate how we teach, this is an opportunity to create the best possible learning outcomes to ensure student success. - Anna M. Thrombley

Anna M. Thrombley serves as the Assistant Director, Human Resources at University of Florida Information Technology. Her job responsibilities include oversight and development of talent management initiatives, including recruitment, retention, performance management, employee relations, diversity, equity and inclusion, and staff development for over 600 employees. She also serves on the Campus Diversity Liaisons and on the HR Liaisons for the University of Florida. Prior to joining UF, she held the position of HR executive in the financial services industry. She directed and managed the administration of employee surveys, including the development of action plans. Anna earned her BA degree in Finance at the University of South Florida.

BARRY HARTZ, COLLEGE OF THE ARTS

Assessments are used throughout higher education to determine who is admitted to an institution and who thrives within an educational community. This applies equally to faculty, staff, and students - the admittance and achievements of all community members are subject to assessment and the processes used to assess performance have historically contributed to inequities in opportunities for inclusion and advancement for many underrepresented groups of people. As both a public school music teacher and university faculty member, I have seen firsthand how assessments can be used both to exclude people from educational opportunities and to support people with diverse strengths and needs and am committed to examining every

aspect of institutional assessments to assure that all prospective and current members of the UF community have the access and support they need to excel. - Barry Hartz

Barry Hartz is an Assistant Professor at the University of Florida whose research focuses on innovative means of developing music literacy and ensemble performance. Here at UF, Dr. Hartz teaches courses in Instrumental Music Methods, Technology, Literature and Arranging, and Curriculum Design, as well as supervising student teachers and collaborating with public school band directors throughout North Central Florida. Prior to coming to UF, Dr. Hartz had a 30-year career directing high school and middle school bands in Ohio and was named the Outstanding Music Educator for the state of Ohio in 2013.

BRIAN KEITH, SMATHERS LIBRARIES

The UF Task Force on Fairness and Equity in Assessment represents an exciting opportunity. At no point has higher education been a more essential contributor to the greater good or held more potential to benefit individuals by positioning them to live the fullest and most impactful lives. Our work is critical for our democracy, which faces profound challenges, and for realizing more just civic institutions. Advances in academic assessment are critical in delivering upon this promise. Because of this importance and because of the implications of assessment results, this work must be performed ethically, with awareness and a commitment to fairness and equity. -Brian Keith

Brian W. Keith serves as the associate dean for administrative services and faculty affairs for the George A. Smathers Libraries. As a senior administrator, he contributes to wide ranging and impactful decisions and to the determination of the strategic directions of the Libraries. Brian's work helps position the Libraries to meet challenges while fostering transparency, fairness and inclusion, workplace and workforce development, and collaboration and partnerships. His research emphasizes technological, social and cultural aspects for change management and transformational collaboration. Specific areas include, combating colonialism in information systems and collections, equity and inclusion in academic libraries, and opportunities for integrating libraries into graduate education.

DAVID MILLER, COLLEGE OF EDUCATION, CO-CHAIR

The Standards for Educational and Psychological Testing (2014) establish three foundational elements for testing: validity, reliability and fairness. In fairness, we are addressing the fundamental concern that we are protecting all test takers and test users in all aspects testing regardless of race, gender, or any other characteristic (e.g., first generation, disabilities). The intent of UF's Task Force on Fairness and Equity is to provide guidelines for fair and equitable testing throughout all stages of test development, use and interpretation. Combined with validity and reliability, these are the most important considerations in assessment and accountability. - David Miller

M. David Miller is a Professor of Research and Evaluation Methods in the College of Education and the Director of the School of Human Development and Organizational Studies in Education. His research interests are in assessment and evaluation focusing on issues of validity, reliability and fairness. At UF, he has served as the Director of the UF Quality Enhancement Plan, a member of the Academic Assessment Committee, a member of the Quest Task Force, and currently chairs the General Education Assessment Subcommittee. He has published broadly on applied and theoretical issues in assessment and psychometrics, and authored two books on assessment. He is the Director of the Collaborative Assessment

and Program Evaluation Services where he has been active in grants (PI, co-PI or Evaluator) through NSF, NIH, IES and other federal agencies and private foundations.

HEATHER MANESS, CENTER FOR INSTRUCTIONAL TECHNOLOGY AND TRAINING

As a higher education institution committed to facilitating the acquisition of knowledge and skills amongst a diverse community for a better society, we have an obligation to use valid and reliable student assessment methods. Evaluator bias (implicit and explicit) and poor alignment to student learning objectives can lead to issues with fairness and equity in assessment practices, and thus, validity of those results. Therefore, it is important to regularly analyze our assessments to continuously improve them in their use as both evaluation and learning tools, especially as it relates to our evolving awareness of bias against certain groups. - Heather Maness

Heather Maness is an Instructional Designer with the Center for Instructional Technology and Training in UF Information Technology. In this role she has helped subject matter experts develop award-winning courses, adopt the latest in educational technology, and implement evidence-based best practices in pedagogy. With a STEM background and passion for evaluation, she holds a M.S. in Veterinary Medical Sciences and a Ph.D. in Agricultural Education and Communication with a minor in Higher Education Administration. Her research focuses on stakeholder (students and employers) evaluation for continuous quality improvement of course design and curricula. She is also involved with several projects on improving learning analytics visualizations and data application.

JENNIFER DREW, COLLEGE OF AGRICULTURAL AND LIFE SCIENCES

An intentional and unbiased process is necessary to ensure that the assessment of learning outcomes of all students is fair, equitable, and appropriate. Examining current practices, identifying barriers that hinder progress, and promoting innovative best practices, aligns with and allows us to measure the success of the UF mission 'to enable our students to lead and to influence the next generation and beyond. - Jennifer Drew

Jennifer Drew is a Senior Lecturer in the Department of Microbiology and Cell Science in the College of Agricultural and Life Sciences CALS at the University of Florida. She received her Ph.D. in Cancer Biology at University of Wisconsin – Madison. She teaches undergraduate and graduate courses in human genomics. Her research explores factors that affect student pathways and outcomes in STEM with an emphasis on the role of online education in increasing access and diversity and meeting the needs of transfer and nontraditional undergraduate students. She is a PI of two federally funded STEM education grants and serves on the Assessment and Validation Committee for the Network for the Integration of Bioinformatics in Life Sciences Education.

JENNIFER RAMOS, ENGLISH LANGUAGE INSTITUTE

The main goal of assessment is to measure what students have learned to do, apply, or comprehend through instruction. Good assessment gives us a good representation of students' knowledge and abilities. When we create our assessment with the principles of fairness and equity in mind, we are helping to 'bias for best'; in other words, we are working to set up the conditions needed to produce the best representation of what students can do with the knowledge and experience they have gained through instruction. - Jennifer Ramos

Jen Ramos is a senior lecturer with the English Language Institute, an intensive six-level language program where students gain the language proficiency to begin study in the U.S. Jen has worked and taught in several

countries, including Spain, Venezuela, and Dominican Republic. In 2015 she worked with the Ministry of Education in Santo Domingo, Dominican Republic to formalize the English language curriculum for their publicly-founded, nation-wide English language program. Jen has been teaching faculty at UF since 2005.

JERRI-ANN DANSO, STUDENT AFFAIRS

Fairness and equity in assessment in higher education is of critical importance as college campuses become increasingly more diverse. At the University of Florida, it is imperative that we incorporate fairness and equity into assessment best practices as we strive to foster a truly inclusive environment for today's college student. Furthermore, as higher education serves as a major pipeline to the global workforce, transforming a culture to ensure equitable assessment practices that may have historically excluded marginalized student populations could promote a more level playing field for our graduates. -Jerri-ann Danso

Jerri-ann Danso is a student affairs practitioner who draws from over six years of higher education assessment experience, particularly through her work in career services, academic affairs, and now, Student Affairs Assessment and Research (SAAR). She earned a bachelor's degree in Business Administration (major in Management), master's in Student Personnel in Higher Education, and is currently in pursuit of a second master's degree in Research and Evaluation Methodology. Over the years, she has worked on career outcomes data through UF's centralized career center, and on pharmacy education data through UF's College of Pharmacy. In her current role, Jerri incorporates into her everyday work her enthusiasm for assessment, passion for learning, and commitment to building assessment capacity within the Division of Student Affairs.

JUDY TRAVEIS, GRADUATE SCHOOL

Higher education has a rich history with the various types of assessment that are conducted in the academy. Not only does higher education need assessments to be valid and reliable, they must be fair and equitable. It is critical that fairness and equity in assessment prevail, to ensure that each person, program etc. has the same opportunities, that is neither individuals nor groups are place in a position of unfair advantage or disadvantage. - Judy Traveis

Judy Traveis is a University of Florida alumna and has been a UF employee for more than 20+ years. Her UF career in academic advising began in the College of Health and Human Performance. From 2006 through 2015 she served as Coordinator, and then Senior Coordinator, in the UF Athletic Association. After completing her doctoral studies, she worked as an Academic Program Specialist in the College of Education, and since 2017 as Assistant Dean for Administration within the Graduate School. Her experience includes student advisement tailored to individual needs and broader focus on organization and policy that foster academic success.

LENNY UREÑA VALERIO, CENTER FOR LATIN AMERICAN STUDIES

My interest in assessment stems from my passion for working with students, advancing the goals of international programs and area-studies centers. Having clear student-learning outcomes based on fairness and equity values should be at the core of any institution. Assessment tools allow us to obtain critical data we need to serve better our students and enrich their educational experience. To do this effectively, we should consider students' diverse learning experiences, affording them equitable opportunities to demonstrate their knowledge and providing them with equally important resources to help them achieve their full potential. - Lenny Ureña Valerio

Lenny A. Ureña Valerio is the Associate Director of Administrative Services in the Center for Latin American Studies at the University of Florida. She received her BA in history from the University of Puerto Rico and her Ph.D. in Central/East European history from the University of Michigan, Ann Arbor. Her primary research and teaching interests include imperial/colonial studies, European migration to Latin America, Polish diaspora in Brazil, history of medicine and public health, and historical methods and theories. She is the author of *Colonial Fantasies, Imperial Realities: Race Science and the Making of Polishness on the Fringes of the German Empire, 1840-1920* (Ohio University Press, 2019), winner of the 2020 Kulczycki Book Prize in Polish Studies awarded by the Association for Slavic, East European, and Eurasian Studies. The book also received honorable mention for the 2020 Heldt Prize awarded by the Association for Women in Slavic Studies. She is currently the President of the Consortium for Latin American Programs (CLASP).

LYNNE MEYER, COLLEGE OF MEDICINE

Equity is basically the quality of being impartial or fair. Performing assessments in higher education without favoritism, discrimination or bias is crucial. Seminal concepts in regards to fairness and equity in educational evaluation and assessment are described in publications by the Joint Committee on Standards for Educational Evaluation (JCSEE). Application of JCSEE standards such as human rights and respect, clarity and fairness, transparency and disclosure, justified conclusions and decisions, explicit evaluation reasoning, explicit criteria and functional reporting amongst many other standards not only are germane and necessary for assessment to be fair, moral and just, but also may be used as a rubric during planning. Without implementation of standards such as these, the consequences of unfair evaluation practices can be devastating to individuals, institutions and society in various ways including but not limited to esteem, reputation and finances. Programs and learners in higher education deserve fair and impartial assessment of educational strategies and evaluation of learner performance. - Lynne Meyer

Lynne Meyer is the Medical Educator at the University of Florida's College of Medicine's [Graduate Medical Education](#) office where she focuses on program accreditation, program evaluation, faculty development, patient safety and quality improvement. Her prior work experience included serving as an Executive Director for the Accreditation Council for Graduate Medical Education (ACGME) and as an Assistant Dean for Medical Education and Evaluation for the University of Illinois College of Medicine at Peoria. She has worked in the fields of undergraduate and graduate medical education for over 30 years. She has earned master's degrees in both Education and Public Health in addition to a doctoral degree in Education and Organizational Leadership. Dr. Meyer's original career was as a dental hygienist.

MARIA LEITE, OFFICE OF INSTITUTIONAL ASSESSMENT

I believe fairness and equity are essential elements of assessment. As a former special education teacher, I value assessment practices that take in consideration students' individual characteristics (e.g., ability, social, cultural, and linguistic) to maximize the development of their strengths and promote opportunities to expand their knowledge. My interest in fair and equitable assessment practices in the context of higher education—more specifically, teacher education—is founded in how teachers have been prepared to implement assessment practices that ensure fairness and equity to all students. - Maria Leite

Maria Cristina Leite worked as Coordinator of Assessment and Diversity Initiatives at the University of Florida College of Education since 2015. In this role, she collaborated with faculty, staff, and administrators in projects involving assessment, accreditation, and diversity and inclusion strategic planning. In 2021, she

accepted the position of assistant director at the University of Florida Office of Institutional Assessment. In this role, Maria collaborates with institutional success efforts, SACSCOC accreditation and other initiatives addressing assessment practices at UF. Maria has performed at national and international conferences and currently serves on committees and task forces in the areas of assessment and diversity. Her research interests include curriculum and assessment, social justice in education, the historical and social context of race relations, and community education.

MARY WATT, COLLEGE OF LIBERAL ARTS AND SCIENCES

Fairness and equity are essential to realizing the aspirations of higher education. The creation and dissemination of new knowledge is best achieved when all participants have equal access to that knowledge. External impediments to such access should be examined and, where possible, removed. Knowledge is precious, certainly, but its value is diminished when it is only available to the few rather than to the many. - Mary Watt

Mary Watt is a Professor of Italian and Associate Dean of the College of Liberal Arts & Sciences (CLAS). She received her Ph.D. in Italian Studies in 1998 from the University of Toronto. She received a J.D. from the same university in 1987. Dr. Watt serves as college liaison for more than fifteen interdisciplinary research centers and programs, and oversees international issues (study exchanges, cooperative research agreements, immigration policy.) Dr. Watt is also responsible for Faculty Affairs in CLAS (includes collective bargaining negotiations, grievances and discipline,) Title IX complaints and Market Equity requests, and for reviewing and approving department bylaws. She coordinates the CLAS Diversity and Inclusion Steering Committee and associated Liaison Program, and also serves as CLAS liaison to the UF Chief Diversity Officer.

ROSEMARIE FERNANDEZ, COLLEGE OF MEDICINE

Rigorous assessment is a critical component of education. Meaningful performance feedback informs the learner and the educator, identifying areas of strength and weakness. However, failure to support fairness and equity during assessment design can negatively impact learners at the individual level and can adversely affect our ability to grow and sustain a diverse academic community. I am excited about the opportunity to work with this committee, as I believe in building a safe, nurturing environment where students from all backgrounds can reach their full potential. - Rosemarie Fernandez

Rosemarie Fernandez is an Associate Professor in Emergency Medicine and the Research Director for the Center for Experiential Learning and Simulation at the University of Florida. Dr. Fernandez has expertise in both medical education research and healthcare team performance research. Her work involves developing and implementing rigorous assessment platforms to measure individual and team performance. Dr. Fernandez has been a Principal Investigator on multiple large medical education and simulation-based grants funded by the Agency for Healthcare Research and Quality, the Department of Defense, and the State of Washington. She is a decision editor for the journal *Simulation in Healthcare* and for the *Journal of the American College of Emergency Physicians (JACEP)* – Open.

RYAN VASQUEZ, COLLEGE OF JOURNALISM AND COMMUNICATIONS

In our pursuit to provide students with a general education we often overlook the diversity in approaches needed to help each student obtain that goal. A greater focus on fairness and equity will make sure we don't

cut off certain parts of our student population to the opportunities all students who attend this university deserve to have. - Ryan Vasquez

Ryan Vasquez is a Multimedia News Manager for Audio in the Innovation News Center and adjunct instructor in the College of Journalism and Communications. He is an award-winning journalist with his work being recognized by the Society of Professional Journalists, Radio Television Digital News Association, and the Associated Press in Alabama and Florida. His work with students embraces the teaching hospital style of education where students get to learn alongside professionals in a real-world work environment. His area of expertise is long-form journalism including radio documentaries and podcasting. Ryan earned his BS in Telecommunication News from the University of Florida and MS in Interactive Technology from the University of Alabama.

RYAN YANG, INFORMATION TECHNOLOGY

As an education technologist, I am interested in the use of technology to help create an equitable and inclusive learning experience for all students. Ensuring our selection and deployment of assessment technologies for the campus take into consideration of access, equity, privacy, and security of the students. Technology can also help instructors implement innovative, engaging and effective assessment strategies that are authentic and meets the learning objectives of the courses. - Ryan Yang

Ryan Yang is the Associate Director of Teaching and Learning Technology at the University of Florida Information Technology. Ryan is responsible for the strategic direction of the Center for Instructional Technology and Training (CITT), which includes instructional design, media production, Learning Analytics, Assessment Technology Services, and Learning Space & A/V Design services. With two decades of experience supporting faculty in applying emerging educational technologies, Ryan is passionate about creating learning experiences that are effective and engaging for the learners. Before joining the University of Florida, Ryan was Associate Director of Academic Information Technology at Michigan State University where he led efforts ranging from digital accessibility, instructional design, education technology systems, and serve on the leadership team at MSU's Hub for Innovation in Learning and Technology.

SUZIE BURNS, ADMISSIONS

To me, fairness and equity in assessment at UF means being inclusive and allowing everyone to have a voice. Working in the Office of Admissions for the past seven years has opened my eyes to what it means to be fair and equal from the applicant perspective. I'm excited to serve on this Task Force and contribute to the goal of having fairness and equity in assessment in all contexts at UF. - Suzie Burns

Suzie Burns is an Associate Director of Admissions for Campus Relations in the University of Florida's Office of Admissions. She has been working in the Office of Admissions for over seven years and served on multiple system implementation teams. Suzie also served on the Diversity, Equity, and Inclusion group in the Division of Enrollment Management. She earned her bachelor's degree from the University of Florida and her master's degree from Northern Arizona University. She is currently in the final year of the Organizational Change and Leadership doctoral program at the University of Southern California.

TERESA MUTAHI, COLLEGE OF LIBERAL ARTS AND SCIENCES, CO-CHAIR

As a higher education institution comprised of a diverse group of students, faculty and staff; it is critical to insure that our systems, methods, environments, technological tools and pedagogical strategies all contribute

towards fair and equitable assessment outcomes. The UF Task Force on Fairness and Equity will explore where we are and identify possible recommendations and guidelines towards achieving fairness and equity in our assessments at the University of Florida. - Teresa Mutahi

Teresa Mutahi is a senior lecturer, an undergraduate coordinator and the associate director for the cross-college biology major offered by the college of liberal arts and sciences (CLAS) and the college of agricultural life sciences (CALs). With an expertise in biology, science and mathematics education, Dr. Mutahi is interested in research and initiatives geared towards biology/STEM curriculum development, active learning strategies and assessment. Another area of interest is enhancing success of underrepresented groups in STEM programs. It is exciting to serve on the UF taskforce on fairness and equity in assessment to contribute towards the mission of the University of Florida by advancing assessment excellence in higher education.

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