



1. Do you routinely examine and report racial/ethnic participation in:
  - Honors program
  - Institutional scholarships
  - Participation in undergraduate research
  - Study abroad
  - Transfer from community college to four-year college
  - Transfer from community college to highly selective four-year colleges
  - Internships and other forms of high-value experiences
  - Student surveys
  - Fields of study
  - Graduation with honors
2. Do you have a set of racial equity indicators that you monitor annually?  
  
\_ No \_ Yes (describe)
3. Does your campus have goals that are explicitly stated by race and ethnicity to improve retention, graduation, STEM participation, and [Name other indicators that are important at your own institution]
4. Does your campus recruit community college transfer students and report on transfer access by race and ethnicity?
5. Does your campus publish an annual report on the state of racial equity? If it does not, who would need to make it happen?
6. Does your campus report on admissions applications, acceptance, and yield by race and ethnicity? Does your campus report on incomplete admissions applications by race and ethnicity?
7. Are you familiar with your campus recruitment and admissions practices? Is there a racial/ethnic map of the high schools where recruitment takes place?
8. Are faculty, administrators, and staff evaluated on meeting racial equity goals?
9. Does your campus report on faculty, administrator, and staff hiring outcomes by race/ethnicity for faculty, e.g., number of applicants, number interviewed, and number hired? Has your campus (or you) conducted a study of faculty search procedures to identify implicit bias in standard search procedures?
10. Would your campus leadership be open to routinely examine practices, policies, new initiatives, reports, etc., to determine if they meet criteria of equity-mindedness?<sup>1</sup>
11. Would your vice president of academic affairs, deans, and department chairs be open to engaging faculty in the examination of course level data disaggregated by race and ethnicity? To examine their syllabi? To conduct classroom observations to understand interracial relations between instructors and students?
12. How much support would you get from your president to do items I-11? The academic senate? Trustees?

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The Center for Urban Education created the concept of “equity-mindedness” to describe actions that demonstrate individuals’ capacity to recognize and address racialized structures, policies, and practices that produce and sustain racial inequities.

(Bensimon & Malcom, 2012; Dowd & Bensimon, 2015).