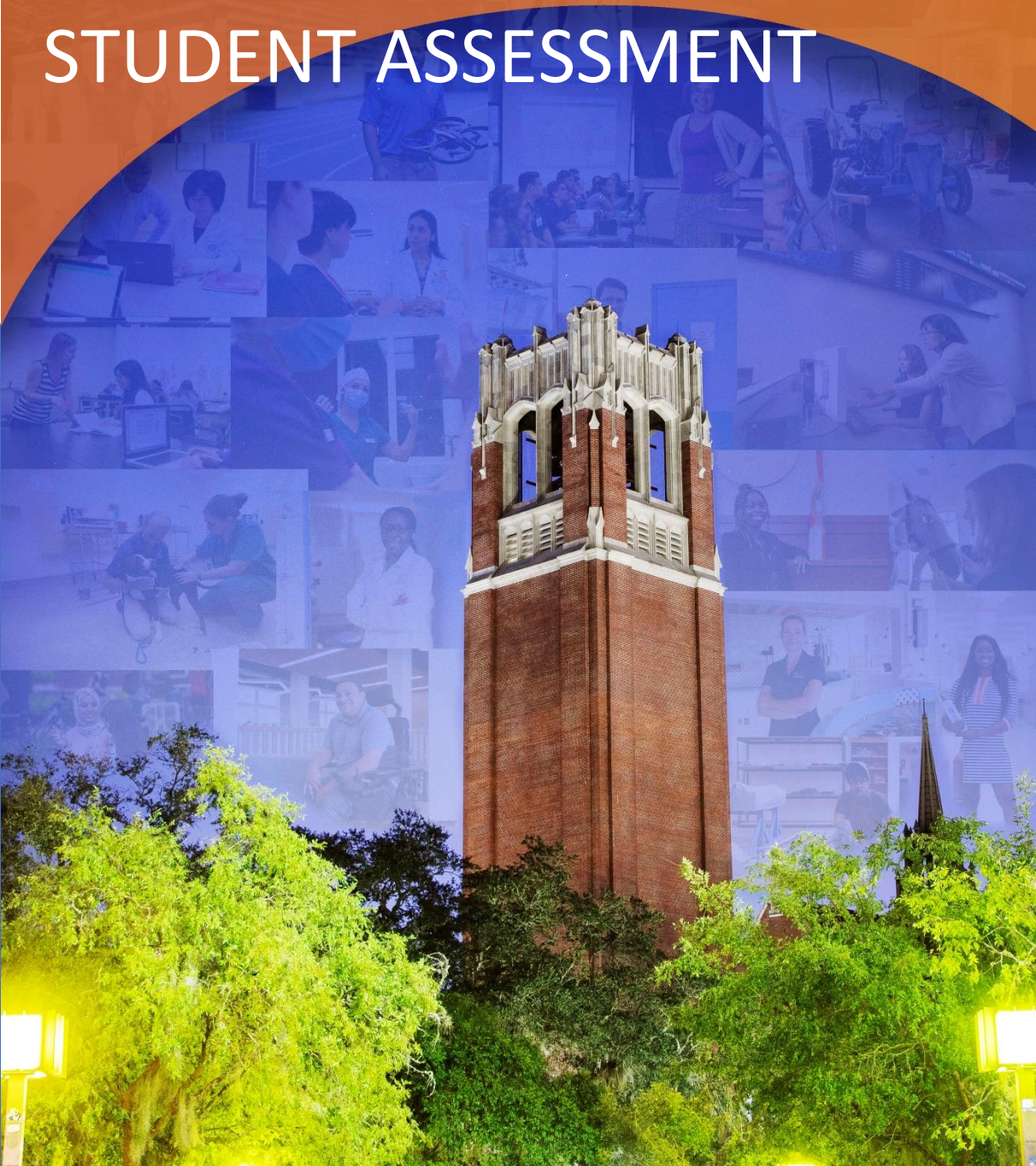


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**Guidelines for Fairness and Equity in Assessment
2021 Task Force**

STUDENT ASSESSMENT





GUIDELINES FOR FAIRNESS AND EQUITY IN ASSESSMENT

2021 TASK FORCE

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UF GUIDELINES FOR FAIRNESS AND EQUITY IN ASSESSMENT

Introduction

Purpose

Assessment at the University of Florida takes many forms and engages multiple UF constituencies. Fairness and equity are central tenets that underlie the assessment process. The purpose of this document is to provide guidelines for the University of Florida faculty, staff, and administration to strengthen the fairness and equity of their assessments.

In summer 2020, University of Florida President Kent Fuchs announced a series of institutional actions based on the belief that “we can make progress - in education, in advancing truth, reconciliation and justice, and in anti-racism, equality and working to eradicate inequities.” (Fuchs, K., June 18, 2020). In fall 2020, Dr. Timothy Brophy, Director of Institutional Assessment, formed a broadly representative 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 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 Task Force members’ bios and personal statements about the importance of fairness and equity in assessment are on the [Task Force web page](#).

Shared Understandings

- *Assessment is integral to advancing the mission of the university*
- *Guidelines are not absolutes*
- *Guidelines are applied in inclusive and productive ways*

Beliefs

- *Assessment is a valuable process in higher education*
- *Fairness and equity are inherently important to the assessment process*
- *Assessment is most effective when implemented fairly and equitably*

Shared Understandings and Beliefs

During its work, the Task Force members operated under a set of shared understandings that unified the discussions as they developed these guidelines and models.

- *Assessment is integral to advancing the mission of the university.* The process of gathering, analyzing, interpreting, and using assessment information about an individual's standing relevant to a construct of interest or expectations advances UF's mission as a comprehensive learning institution that enables **students** to lead and influence the next generation and beyond for economic, cultural, and societal benefit (University of Florida, 2022).
- *Guidelines are not absolutes.* These guidelines are intended to inform and strengthen assessment practices and be adapted to specific contexts to improve established assessment procedures.
- *Inclusiveness.* Assessment across UF takes place in many forms in many contexts, and these guidelines are designed to be applied in inclusive and productive ways.

The Task Force's work was grounded in the beliefs that:

- Assessment is a valuable process in higher education.
- Fairness and equity are inherently important to the assessment process.
- Assessment is most effective when implemented fairly and equitably.

The Concepts

According to the Standards for Education and Psychological Testing (2014), fairness is defined as:

[the presence of] validity [evidence] of score interpretations for intended use(s) for individuals from all relevant subgroups. A test that is fair minimizes the construct-irrelevant variance associated with individual characteristics and testing contexts that otherwise would compromise the validity of scores for some individuals. (p. 219)

This definition applies to all assessment methodologies - those that yield quantitative data in the form of scores or ranks, such as tests/examinations, diagnostic assessments, and auditions, and those that yield qualitative data in the form of levels of achievement, consensus-based decisions arrived at by a group of assessors, or professional judgment by disciplinary experts, such as rubric-based measures and faculty dissertation committee evaluations. To ensure *equity* in assessment, the assessor must establish the conditions that enable all students to be assessed on the construct of interest only so that the results are not influenced by factors irrelevant to that construct.

Assessment results vary based on individual performance. Attention to fairness and equity in assessment strengthens confidence that any observed variance in results reflects differences in a construct or trait being measured that are minimally influenced by extraneous or irrelevant factors. Other sources of variance that are irrelevant to a construct include but are not limited to scoring methods, administration directions, language differences of the individuals being assessed, and item format. These causes of variance must be minimized to ensure validity, fairness, and

equity. The guidelines and models for fairness and equity presented in this document focus on sources of variance that are not based entirely on the construct being measured that may result in unfairness or inequity. Because “fairness is not viewed as something added on at the end of an assessment, but instead permeates throughout the entire process” (Cumming and Miller, 2017, p. 40), these guidelines cover the entire assessment process, from developing, selecting, and administering assessments to the interpretation and use of results.

The Charge to the Task Force

Establish 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. These guidelines must address fairness and equity in the entire assessment process, including development, opportunity to learn, administration, measurement, interpretations and uses of the results, and the evaluation of the measurement properties of the assessment.

The Charge to the Task Force

The Task Force met virtually from January 2021 through May 2021 due to COVID-19 protocols in place during this period. At its initial meeting, the Task Force was charged:

to establish 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. These guidelines must address fairness and equity in the entire assessment process, including development, opportunity to learn, administration, measurement, interpretations and uses of results, 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 these guidelines. The Task Force groups worked separately in making recommendations for these guidelines and models. In March 2021, the groups began working together to develop this report.

Fairness and Equity in Assessment

Fairness and equity in assessment ensure that no person is disadvantaged based on individual characteristics so that all have unobstructed opportunities to demonstrate their standing on the construct or criterion being measured, and that full access to assessments and the results of assessments are guaranteed.

Definition of Fairness and Equity in Assessment at UF

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

Fairness and equity in assessment ensure that no person is disadvantaged based on individual characteristics so that all have unobstructed opportunities to demonstrate their standing on the construct or criterion being measured, and that full access to assessments and the results of assessments are guaranteed.

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 addresses fairness and equity in assessment at UF. We do not intend any applicability or transferability of our guidelines beyond UF. However, any institution that 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 these guidelines and models for UF, this report is organized by assessment components.

Assessment Components

We identify seven components of the assessment process. They are:

- Development
- Selection
- Administration
- Opportunity to Learn (preparation for the assessment)
- Scoring procedures
- Interpretation and Use
- Evaluation (e.g., validity and reliability evidence)

Fairness and equity procedures can vary for each component. For example, assessors might focus on the fairness and equity of content and types of tasks individuals are expected to complete when developing or selecting assessments. In another instance, assessors may focus on the fairness and equity of their rubrics or the transparency of their scoring or reporting procedures.

Fairness and equity considerations vary in other ways. Assessment users should always consider the fairness and equity characteristics of their specific assessments to identify any issues and make the appropriate adaptations to address these. We know that classroom assessments take many forms that require different methods to maximize fairness and equity. Assessors who use examinations that yield data from multiple choice questions may conduct statistical score analyses

to unveil fairness and equity issues based on group differences and content. Assessments that include open-ended responses necessitate a broader consideration of transparency and clarity in scoring procedures. Fairness and equity in assessments should also consider the characteristics of individuals being assessed. For example, the Disability Resource Center (<https://disability.ufl.edu/>) provides support for the assessment of students with disabilities.

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., assignments, 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)

Guidelines

The following guidelines address fairness and equity in the entire assessment process, including development, opportunity to learn, administration, measurements, interpretations and uses of results, and the evaluation of the measurement properties of the assessment of Students. We intend for these guidelines to serve as one source for analyzing and strengthening fairness and equity in assessment.

Guideline 1 - 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 individual cultural characteristics, identities, and ways of knowing.

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 - 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 should 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. When possible, high-stakes assessments (internal or external) and their associated methods are reviewed by a diverse set of persons prior to administration, including, item analysis, reliability analysis, and review of validity evidence.

Guideline 3 - Administration

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

3.1.a. Objective trainings in the areas of bias, cultural humility, 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. 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 and alternative assessment sites).

3.3.a. Access to technologies required for assessment is available.

3.3.b. When use of remote proctoring services is necessary, procedures should be clearly defined to accommodate all learners taking into consideration issues related to differential access to technology and physical spaces.

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).

4.1.b. Individuals have access to the assessor 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 - Scoring Procedures

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.

5.2. Assessors are qualified, diverse, and objective.

5.2.a. Assessors possess the competencies and skills relevant to the objective delivery of assessment processes and procedures

5.2.b. Assessor processes, practices, and procedures advance UF's mission to "foster multicultural skills and perspectives."

Guideline 6 - Interpretation and Use

6.1 The interpretation and use of assessment results should be clearly defined and transparent to assessors and individuals being assessed.

6.1.a. Interpretation and use of assessment results is consistent across individuals and groups of individuals, considering specific needs and applications (e.g., student evaluation of teaching).

6.2 When assessment results are used for high-stakes decisions, interpretation and use rationales should be supported by multiple indicators.

6.2.a. Multiple sources of assessment are used to determine fair and equitable actions that support the growth and success of students.

6.2.b. Multiple time points of assessment are used to determine fair and equitable actions that support the growth and success of students.

Guideline 7 - Evaluation

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 assessment results should be documented.

7.2 Evidence of fairness should be documented.

7.2.a. Procedures to evaluate 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 advocates, IDEA Committees, fairness assurance officers, content experts).

7.2.b. Assessment methods are continuously revised to ensure they focus on the construct of interest and are unbiased across groups.

7.2.c. Disaggregated data serves to identify potential assessment issues that might be impacting outcomes for traditionally underrepresented groups.

Student Learning Assessment Model

The model included in this section reflects the results of collaborations among the Models subgroups. Each Model subgroup located and developed models that operationalize these guidelines for fairness and equity in the context of a particular type of student, faculty, staff, and applicant assessment. This model provides an example of how guidelines could be applied within the context of student learning assessment.

Students demonstrate their learning in many ways in their courses at UF. Assessments delivered in classes can take many forms, including but not limited to examinations and tests with open- and close-ended items, presentations, papers, projects, performances, and productions.

Applying the guidelines: Maximizing fairness and equity of assessments delivered in classes

Assessors can maximize the fairness and equity of their assessments delivered in classes with a few practices that operationalize these guidelines. We list a few suggestions here.

1. Align the assessment 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).
2. Teaching Assistants (TAs) should have their assessments reviewed by the supervising instructor (FEA Guideline #5).
3. Assessors should establish the conditions to ensure that students have unobstructed access to opportunities to learn the content and tasks (FEA Guideline #4).
4. No student should have an unfair advantage with prior knowledge of the content of the assessment (FEA Guideline #4).
5. Student performance should not be influenced by assessment 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.
6. When the assessment includes open-ended items, the scoring procedures should be included in the syllabus and/or learning management system (e.g., rubrics, expectations, and/or criteria), so that students are aware of what is expected (FEA Guideline #5).
7. Scoring assistants and TAs should be trained in the use of the scoring procedures, including calibration of any rubrics used (FEA Guideline #5).

8. The syllabus should clearly outline the weight of the assessment results for grading or other uses (FEA Guideline #6). Uses of the assessment, scoring procedures, and its associated learning outcomes should be described in the syllabus and/or learning management system.

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)

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 responsible for observing an individual's performance or assessment artifact and making a decision on its quality.

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)

Cultural Humility - A lifelong commitment to learning and refining the skills of responsiveness, engaging in self-reflection, and challenging one's own stereotypes and assumptions about other cultures (Tervalon and Murray-Garcia, 1998; Sacred Heart University, n.d.).

Culturally Responsive Assessment - The practice of assessment that is intentionally mindful of the student populations the institution serves, uses language that is appropriate for all students when developing learning outcomes, acknowledges students' differences in the planning phases of an assessment effort, utilizes assessment tools that are appropriate for different students, and yield results intended to be used to improve learning for all students (Montenegro & Jankowski, 2017; Solano-Flores, 2019).

Disaggregated Data - The data produced by the analysis of subcomponents or subpopulation characteristics of interest from a larger data set. (National Cooperative Education Statistics System, USDOE <https://nces.ed.gov/pubs2017/NFES2017017.pdf>)

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 ensure that no person is disadvantaged based on individual characteristics so that all have unobstructed opportunities to demonstrate their standing on the construct or criterion being measured, and that full access to assessments and the results of assessments are 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).

Results - The qualitative and/or quantitative information obtained from the assessment process.

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 is a property of 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

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

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 Gainey, Human Resources

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

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

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

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

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).

Madeline Joseph, College of Medicine

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](#)

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](#)

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](#)

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

[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](#)

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.

[Robert Thomas, Warrington College of Business](#)

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](#)

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](#)

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](#)

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](#)

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

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

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

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

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

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

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

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

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

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](#)

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](#)

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](#)

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](#)

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](#)

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](#)

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](#)

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](#)

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](#)

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](#)

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.