

Calls to Action 1977 - 2018		
	1977 Nigeria & USA	<ul style="list-style-type: none"> • Dr. E. Ojo Arewa, a Nigerian-born US professor of Anthropology (Ohio State) examines cultural bias in standardized testing. • Arewa, O. (1977). Cultural bias in standardized testing: An anthropological view. <i>The Negro Educational Review</i>, 28(3), 153.
	1996 USA	<ul style="list-style-type: none"> • Dr. Elana Michelson advocates applying feminist & anti-racist theories to assessment of learning. • Michelson, E. (1996). Beyond Galileo's telescope: situated knowledge and the assessment of experiential learning. <i>Adult Education Quarterly</i>, 46(4), 185-196.
	2001 USA	<ul style="list-style-type: none"> • Dr. Harold Berlak offers six essays on racism & standardized testing. • Berlak, H. (2001). Academic Achievement, Race, and Reform: Six Essays on Understanding Assessment Policy... and Anti-Racist Alternatives.
	2008 Canada	<ul style="list-style-type: none"> • Dr. Louis Volante argues that fairness in assessment will only occur when equity is considered as a multi-faceted construct. • Volante, L. (2008). Equity in multicultural student assessment. <i>The Journal of Educational Thought (JET)/Revue de la Pensée Educative</i>, 11-26.
	2009 Australia	<ul style="list-style-type: none"> • Dr. Val Klenowski decries the educational effects of systemic racism on indigenous populations and advocates for "culture-fair" assessment. • Klenowski, V. (2009). Australian Indigenous students: Addressing equity issues in assessment. <i>Teaching Education</i>, 20(1), 77-93.
	2014 USA	<ul style="list-style-type: none"> • Drs. Wall, Hursh & Rodgers critique the "...trend toward reductionist, comparative, and ostensibly objective assessments." • Wall, A. F., Hursh, D., & Rodgers III, J. W. (2014). Assessment for whom: Repositioning higher education assessment as an ethical and value-focused social practice. <i>Research & Practice in Assessment</i>, 9, 5-17.
	2016 Canada	<ul style="list-style-type: none"> • Dr. Marcella LaFever suggests that it is time to replace Bloom's Taxonomy with a more equitable learning outcomes framework. • LaFever, M. (2016). Switching from Bloom to the medicine wheel: creating learning outcomes that support Indigenous ways of knowing in post-secondary education. <i>Intercultural Education</i>, 27(5), 409-424.
	2016 USA	<ul style="list-style-type: none"> • Dr. Asao B. Inoue publishes a book to help teachers understand & address the unintended racism in their assessment practices. • Anti-racist Writing Ecologies: Teaching & Assessing Writing for Social Justice.
	2016 & 2018 Britain	<ul style="list-style-type: none"> • Dr. Jan McArthur publishes: <ul style="list-style-type: none"> ◦ Article (2016): The role of assessment in social justice. ◦ Book (2018): <i>Assessment for Social Justice: Perspectives & Practices Within Higher Education</i>.
	2018 USA	<ul style="list-style-type: none"> • Dr. Ereka Williams, calls out the role of power & privilege in education, assessment & advocates Culturally Responsive Assessment. • First Things First: Power, Privilege and Pedagogy, the Antecedents of Assessment.

Frameworks, Checklists & Models		
2014	Canada	CICAN Indigenous Education Protocol for Colleges & Universities. https://www.collegesinstitutes.ca/policyfocus/indigenous-learners/protocol/ and https://www.confederationcollege.ca/tlc/indigenous-learning-outcomes
2015	USA	Hawaii “Na Hopena A’o” K-12 General Education & 2030 Strategic Plan
2015	USA	AAC&U publishes a guide to Equity & Inclusive Excellence .
2016	USA	Balavan, K. (2016) Measuring Inclusion: A dashboard approach . NAIS Blog.
2016	Spain	Hidalgo, N., & Murillo Torrecilla, F. J. (2016). Evaluación de estudiantes para la justicia social: propuesta de un modelo. <i>Revista Internacional de Educación para la Justicia Social (RIEJS)</i> .
2018	USA	Hanesworth, P., Bracken, S., & Elkington, S. (2019). A typology for a social justice approach to assessment: learning from universal design and culturally sustaining pedagogy . <i>Teaching in Higher Education</i> , 24(1), 98-114.
2018	USA	Henning & Lundquist describe a continuum of socially just assessment praxis , in a brief scholarly thought piece published by NILOA.
2019	Canada	Magnus, E., Faber, M., & Belanger, J. A Consideration of Power Structures (and the Tensions They Create) in Library Assessment Activities .
2020	USA	Lundquist & Henning: worksheet for Equity-Minded Assessment.

Case Studies		
2010	USA	Carjuzaa, J., & Ruff, W. G. (2010). When Western epistemology and an Indigenous worldview meet: Culturally responsive assessment in practice . <i>Journal of Scholarship of Teaching and Learning</i> , 10(1), 68-79.
2017	USA	Purdue Student Orientation Programs begins training orientation leaders, using formative assessment & the IDI, with aim of reducing exclusionary orientation experiences for first-year students. (Unpublished as of Feb. 2021)
2017	USA	Zerquera, D. D., PENDER, J. T., & BERUMEN, J. G. (2017). Participatory Action Research as a Social-Justice Framework for Assessment in Student Affairs . <i>Journal of College & University Student Housing</i> , 43(3).
2017	USA	SUNY Albany Student Affairs Assessment staff, in concert with LGBTQ Center, re-designs a first-year belongingness assessment survey to include non-binary gender identification choices. See: Great Dane Welcome Report .
2020	USA	NILOA publishes six case studies of Equity-Minded Assessment. https://www.learningoutcomesassessment.org/equity/ and a white paper defining equity-minded assessment praxis .
2020	USA	AALHE Spring 2020 edition of Intersections offers four case studies.
2020	USA	Branch, N., Pfeiffer, L., & Voss, J. (2020, September). Assessment Is Constructed and Contextual: A Faculty-Librarian Pilot to Explore Critical Approaches to Curriculum & Assessment. The University of Arizona. https://repository.arizona.edu/handle/10150/647658