

# Critical Higher Education Governance Collaborative



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## Overview

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**Getting ready for what?**



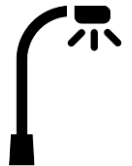
**Broadening our Equity Perspective**



**Reframing the Role of the Trustee: Equity as Fiduciary Duty**



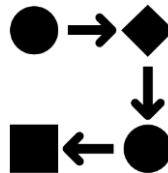
**Conceptual Tools for Equity**



**Spotlight on Equity Issues in Massachusetts**



**Levers for Equity using Culturally Sustaining Governance**



**Next Steps & Action Items**



**Question & Answers**

## Key Questions

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- **What does educational equity have to do with me?**
- **How have you ever used equity as a lens through which you saw the world?**
- **Think of the last decision you made on the board. What are the ways in which you started, accelerated, stopped, or slowed that decision-making process?**

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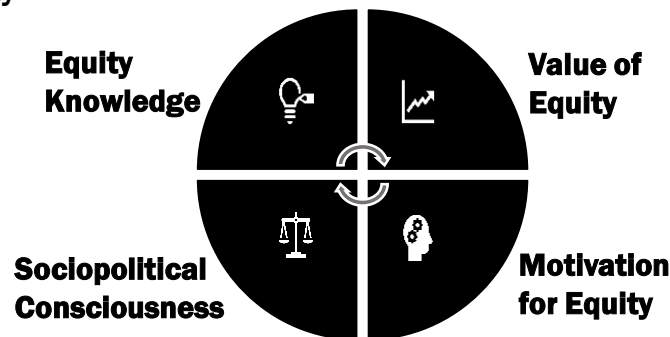
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## Culturally Sustaining Governance Model

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- **Equity Knowledge**
  - The board establishes a subcommittee with deeper working relationships with the institutional research office, diversity affairs, and human resources to insure that all data presented to the board has been vetted for possible inequities in either outcomes or experiences.
- **Value of Equity**
  - The board creates a statement defining equity and identifying time-bound goals in light of the institutional mission and local realities. The statement also commits the board to specific accountability mechanisms.
- **Motivation for Equity**
  - The board is able to consistently articulate how equity informs their decision-making and are seen as partners and advocates for equity in broader conversations about institutional mission and success.
- **Sociopolitical Consciousness**
  - The board receives regular training around issues of equity and the experiences of minoritized stakeholders. Furthermore, the onboarding process for new trustees is reimaged to focus on the pursuit of equity.



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## Strategic Planning with a CSG Lens

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**Examine disaggregated data (PMRS)**

**Question areas of inequities**

**Understand how to facilitate the connection of current or new interventions to identified areas of inequities**

**Insist on clear outcomes and timelines**

**Yield resources**