DEIC Report to Senate 2022-23

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Summary of Motions and Recommendations

Curriculum

- **Recommendation #1: Charge each college Dean with appointing a "willing" faculty member to lead initiatives to improve the college's <u>curriculum and pedagogy</u> w.r.t. DEI.**
  - This appointee would be <u>released from teaching one to two courses </u>per year to allow them sufficient time to address this important issue.
- **Recommendation #2: Create a working group with people from Recommendation 1, as well as individuals that are active with DEI in the curriculum in the Office of DEI and Center for Teaching and Learning would help these individuals. This group should report to the ICC at least once a year.**

- **Recommendation #3: Consider instituting a RIT flag system for DEI related courses**

- **Recommendation #4: RIT to establish training and website,** like CMU has, on teaching practices to improve DEI issues in the classroom [Classroom Climate - Eberly Center - Carnegie Mellon University (cmu.edu)](), [How to Center DEI in Teaching - Eberly Center - Carnegie Mellon University (cmu.edu)]()

Green Card Support

- **Recommendation # 1: The University bears the total expenses of sponsoring applicants of EB-1.**
- **Recommendation #2: In addition to the cost of the labor certificate, the University covers the cost of I-140 for applicants of EB-2 and EB-3.**

Retention (focus on On-Boarding)

- **Recommendation: The Senate establishes an ad hoc committee to review and improve the onboarding process for faculty according to best practice.** The committee should consist of representatives from each College, HR, Office of Faculty Diversity and Recruitment, AdvanceRIT, Office of Faculty Affairs, Center of Teaching and Learning**.** We strongly suggest that the committee look at NTID Faculty Fellows Program and the on-boarding program for lecturers.

DEI in Annual Evaluation

- **Motion: Faculty Senate recommends that all colleges to have a mechanisms to report and reward DEI activities.** *This motion passed at the Senate on Apr 20, 2023.*
- **Recommendation #1: Colleges provide examples of DEI related Activities opportunities for DEI related training and activities mechanisms for cross department sharing and dissemination (within colleges) of activities.**
- **Recommendation #2: Council of Chairs (RIT wide) provide opportunities for sharing and dissemination of DEI activities and best practices for recognition.**
- **Recommendation #3: We recommend that the Institute provide resources to colleges for reward and recognition of DEI activities and reward**

Suggestions for Charges for Next Year

1. Committee has been less effective given the lack of expertise in diversity and inclusion of members, large scope of charges, and lack of integration into college DEI people and activities.
2. If Recommendation #1 is implemented (Charge each college Dean with appointing a "willing" faculty member to lead initiatives to improve the college's curriculum and pedagogy w.r.t. DEI is actually followed), the DEIC committee can work with this group, Office of DEI and Center for Teaching and Learning, and the ICC to map the current state of DEI in the curriculum. However, the committee can not do this unilaterally, or with a consultant. It has to be done from the ground up with informed and invested individuals from each college (this relates to #1 in this list)
3. Suggested Charge: Review and assess the new COACH results with respect to DEI and identify areas for improvement.

Finishing Work From Last Year

A. A good deal of the first semester was finishing the report from the 21-22 year. This was finally submitted mid-semester fall 22-23 AY.

B.   In 21-22 we tabled a motion to request that the policy to hire PhD NTT faculty (with some exceptions) be postponed. The committee met with Dr. McQuiller and Dr. Jenkins about this issue and we submitted a revised motion. After discussion and feedback from the Senate Executive Committee, we decided to pull this motion since this was not a formal "policy" and thus the motion did not apply.

Charge 1

Assess suggestions and possible implementation strategies as per Curriculum Consultant with respect to ensuring more inclusive curricular offerings, and make recommendations to the Senate as necessary.
Brian Rice
Joshua Rashaad McFadden
Keith Jenkins
Paavo Hegley
Elisabetta D'Amanda

DEIC and ICC organized outside consultants Norah Schultz and Jennifer Imazeki to make a presentation to RIT on a topic similar to the DEIC charge shown on a previous slide. (See Appendix 1 for Slides) Feedback from participants, as well as discussions by the DEIC with representatives from the Office of Diversity & Inclusion, Inter-College Curriculum Committee, and General Education Committee noted a few particular learning points

- Success of this program was largely due to high level directives to participate AND sufficient resources to implement, including more than one full time staff appointed to the work

- Common terms were defined

- Colleges were allowed to move forward based on where they were and their own curricular needs

- Colleges were provided resources to help facilitate planning and implementation

Based on this feedback and our own research, a draft plan forward was made. At the Senate we presented the following:

- Motion: **RIT provides resources to support an employee (<u>100% FTE new hire</u>) residing in a central department to coordinate this large DEI effort on curriculum and pedagogy. This person would:**
  - Work in collaboration with existing DEI leaders
  - *Assess what DEI in curriculum activities are ongoing at each college*
  - Make sure colleges are actively moving forward on DEI
  - Coordinate best DEI practices within the colleges
  - Provide resources to help Colleges and Departments imagine and implement different ideas
  - Work with student government to bring in DEI issues they think need to be addressed

- **Recommendation 1: Charge each college Dean with appointing a "willing" faculty member to lead initiatives to improve the college's<u> curriculum and pedagogy</u> w.r.t. DEI.**
  - This appointee would be <u>released from teaching one to two courses </u>per year to allow them sufficient time to address this important issue.

- **Recommendation #2: Continue using consultant this summer to start gathering information on curricular initiatives within each College**

- **Recommendation #3: Consider instituting a RIT flag system for DEI related courses** (FTE person's job, as listed above)

- **Recommendation #4: RIT to establish training and website,** like CMU has, on teaching practices to improve DEI issues in the classroom [Classroom Climate - Eberly Center - Carnegie Mellon University (cmu.edu)](cmu.edu), [How to Center DEI in Teaching - Eberly Center - Carnegie Mellon University (cmu.edu)](cmu.edu)

- As part of Norah Schultz's existing consultant fee, have her review this plan and make recommendations. (when this is received it will be added to this report)

UPDATE: The committee met after the Senate presentation and Dr. Jenkins suggested that we should use the resources we have at this time to pursue this agenda. This was also supported by Nora. Thus, it is critical that Recommendation #2 is followed, which is the establishment of faculty at each college. Current individuals that are active with DEI in the curriculum and with the Office of DEI and Center for Teaching and Learning would help these individuals. Inclusion of the ICC would also be important. An addendum to this report will be the report from Norah Schultz, which should be available mid May 2023.

Charge 2

Make recommendations as to whether RIT should cover all costs for getting a green card for international faculty members (not including their immediate family).

Hany Ghoneim
Konstantinos Papangelis

Overview

The green card allows immigrants to gain permanent residency in the US.

There are immigrant visa and nonimmigrant visa. The EB series are immigrant visas granting the holder a permanent residence, and the H-1B is a nonimmigrant visa, which allows the holder to stay and work temporarily in the US. This report is focused on the sponsorship of immigrant visas.

Three types of EB immigrant visa (employment-based green cards), classified according to preference[1]:

- EB-1: First preference. EB-1 visa is applied for individuals who have extraordinary abilities (outstanding researchers or professors).
- EB-2: Second preference. For those who have:
    - o Advanced Degree: U.S. master's degree or higher, or U.S. bachelor degree plus an additional 5 years of experience within the specialty.
    - o Exceptional Ability in the science, art or business; must meet a number of criteria.
- EB-3: Third preference. For those who have jobs that don't apply to the first two categories. There should not be enough qualified workers available in the US.

The green card process and cost:

> There are basically three stages of getting an employment-based green card. The three stages are demonstrated in Figure 1 for EB2 and EB3. For EB1 the first stage of getting the labor certification process is omitted and consequently the process is expedited.

- Stage 1: PERM (Program of Electronic Review Management)/Labor certification stage. It documents the recruitment process associated with the hire of the foreign national employee
- Stage 2: I-140 Immigration Petition. Verifies two things:
    - o The job requirements on the PERM application are met by the applicant.
    - o The employer is able to pay the offered wages to the employee.
- Stage 3: I-485 Application to Adjust Status. To maintain lawful immigration status while in the process or change from H-1B to EB-2/EB-3, applicants must submit the I-485 Form after the approval of form I-140. This is the official green card application requesting a change of status from non-immigrant visa to Permanent Resident status.

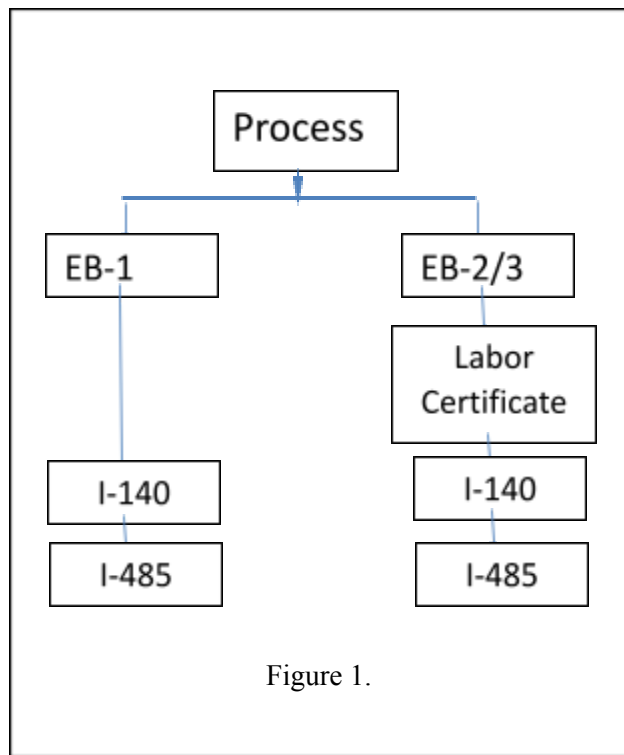[1] Green Card Process Steps & Times (EB-1, EB-2 & EB-3)

Figure 1.

For the EB-1, the I-140 provides documentation that demonstrates international recognition for the candidate's outstanding achievements in a particular field.

Figure 2 shows an estimate of the cost of each stage[2]. It is understood that additional cost may be incurred for work required outside of the process.
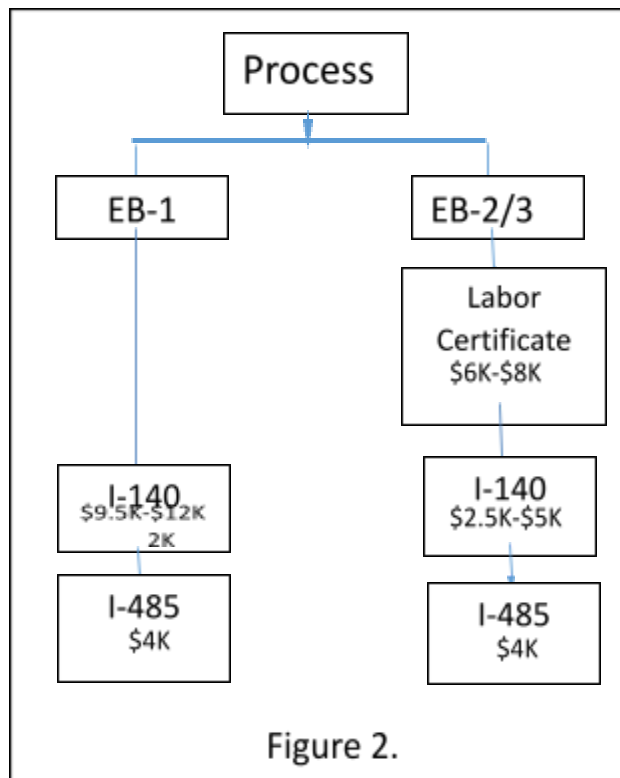
Estimated time from start to finish is 18-36 months.

Figure 2.

<u>RIT Policy</u>[3]

- The legal and filing fees associated with the I-140 & I-485 of the EB-2/EB-3 Permanent Residency are borne by the employee.
- The legal and filing fees associated with the I-140 of the EB-1 are borne by RIT. Those associated with the I-485 are borne by the employee.

<u>Example of the Policy of Other Universities</u>

The policies of the Universities regarding international employee visa sponsorship change across the board. However, many Universities fully sponsor the process for full time employees. Following are three examples of Universities with different policies.

1. Syracuse University:

Announced a new policy regarding international employee visa sponsorship. The University supports and partially sponsors EB-2 permanent residency for tenure-track teaching faculty:

- o   Pay for the I-140 fees.
- o   For the I-485 petition to adjust status is borne by the employee.

2. University of Maryland:

Petition for Permanent Residency (green card)

- o   The hiring department or unit is responsible for the cost of the Form-I-140.
- o   It is at the discretion of the department chair or unit head whether or not to cover the cost of the Form I-485. The cost for the dependents must be paid by the employee.

3. Drexel University:

- o   The University offers permanent residence sponsorship to full-time regular foreign national employees in academic job classifications at the university. These positions include professor, associate professor, assistant professor and research associate.
- o   The University does not sponsor post-doctoral fellows, lecturers, auxiliary or adjunct faculty for permanent residency, since these positions are considered by the University to be temporary and do not always carry full university benefits.

<u>Table 1 summarizes findings from additional peer institutions.</u>

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[3] Employment of Foreign Nationals | Human Resources | RIT

School (with link to URL)	Policy (Text quoted from referenced document)
Tulane	covers H1-B
Virginia Tech	not clear
Case Western	Case Western Reserve University may assist in preparing and filing I-140 applications in the first three employment-based preference categories (EB1-3). To initiate the green card process, the department must approve the sponsorship and agree to pay all associated, legally required fees.
Syracuse	Syracuse University proposes to offer green card sponsorship to any full-time faculty who is expected to be a long-term employee, including full-time teaching professors. The costs associated with green card sponsorship will be covered by General Counsel and the home department, school, or college.
Albany	The University, through its campuses, will support labor certification and/or immigrant petition processing (including the costs thereof) on behalf of employees who hold a "permanent" position.
NYU	NYU generally sponsors tenured and tenure-track faculty for employment-based permanent residency. Our standard practice includes maintaining H-1B visa status until such time that permanent residency is granted. also states "Employment-based permanent residency is contingent upon an offer of indefinite full-time employment therefore, NYU files permanent resident (colloquially known as the "green card") petitions for individuals holding full-time permanent academic appointments only. " (comment: It is not clear if they pay for this. Wording suggests that they don't pay for that step.)
Cornell	Cornell University files petitions for lawful permanent residency ("green card") for international academic staff holding permanent academic positions. Postdoctoral associates or fellows and those with "visiting" or "temporary" in their job titles are not considered permanent employees and do not qualify for Cornell sponsorship.
U of Maryland	Department pays for 1-480; Discretion of Chair to pay for I-485
Rutgers	Sponsors for full time appointments – tenured or tenure track faculty, non-tenure track faculty who have been at Rutgers for a minimum of one year and are being reappointed with at least three years of guaranteed funding support, and in rare cases, senior level staff appointed to permanent position
Uconn	Hiring department pays Form I-140. Beneficiary pays I-485
RPI	May be eligible for sponsorship for lawful permanent residency.
U of R	
Carnegie Mellon	Cost and Fees. The fee for the I-140 is $700 and for filing of the I-485 and related processes, the fees total $1140. Fees for family petitions and work authorization ($410) are additional. Attorney fees vary by region, according to the type of petition filed, and on whether or not dependent family members are included. At Carnegie Mellon, department/employers and employees will need to discuss payment for the USCIS and attorney fees related to LPR processing. There is no University policy on these issues; however, since July 2007, regulations require that

	PERM-related expenses (attorney fees, advertising costs, and filing fees) must be paid by the University/Employer. For tenure-track faculty, senior researchers and other permanent positions, many departments will agree to pay a portion or all of the related LPR costs.
Northeastern	The University automatically sponsors tenure-track or tenured faculty for permanent resident status ("green card").
Georgia Tech	Sponsors for EB1 and 2
Case Western	To initiate the green card process, the department must approve the sponsorship and agree to pay all associated, legally required fees.
Drexel	The University offers permanent residence sponsorship to full-time, regular foreign national employees in academic job classifications at the University. These positions include professor, associate professor, assistant professor and research associate.
Clarkson University	Each individual's circumstances and qualifications will be evaluated by the Human Resources (HR) Department as not all individuals will qualify for sponsorship even if the individual maintains an eligible job title.
Penn State	Sponsorship for permanent residency at Penn State currently applies primarily to tenure track teaching positions, as these are the only positions determined to be "permanent" in nature. Any position which has an end date, even if the funding is guaranteed for several years, does not fall under Penn State's definition of "permanent".
Virginia Tech	Sponsors LPR

Recommendation Made to the Senate:

- The University bears the total expenses of sponsoring applicants of EB-1.
- In addition to the cost of the labor certificate, the University covers the cost of I-140 for applicants of EB-2 and EB-3.

  Benefits:
- Attract and recruit the best international highly qualified research and teaching Faculty and Staff from around the world. Thereby advance the research and teaching quality of the University.
- Enhance the University's diversity, equity and inclusion cultural endeavor.

Charge 3

Explore methods for the retention and advancement of RIT faculty members who represent diverse populations, and make recommendations to Senate as appropriate. (focus on onboarding this year)
Joanna Prescott
Karen Tobin
Michael Coleman
Hamad Ghazle

The committee decided to focus on "On-Boarding", which is a critical strategic moment that has been shown to impact retention and requires significant resources (Farakish, et al., 2022).

The approach of this subcommittee was as follows:
  What is required for retention?
  Review what RIT offers right now
  Review what other peer institutions are doing for retention
  Can our recruitment strategies also work for Facility? What are we doing for students?
  Recommendations for a plan forward

The RIT model of onboarding is typical of many other schools. "A common model for onboarding new faculty is a half or full day of orientation, periodic meetings with an administrator, those who have recently been hired to share their experience, or a few follow-up workshops" (Buller, 2017). Typical on-boarding components are shown in Table x. Some of the colleges do have mentoring programs, but there are variations across programs and inconsistencies in implementation. In addition, resources are spread out and sometimes hard to find, such as in the Center for Teaching and Learning, Academic Affairs Website.
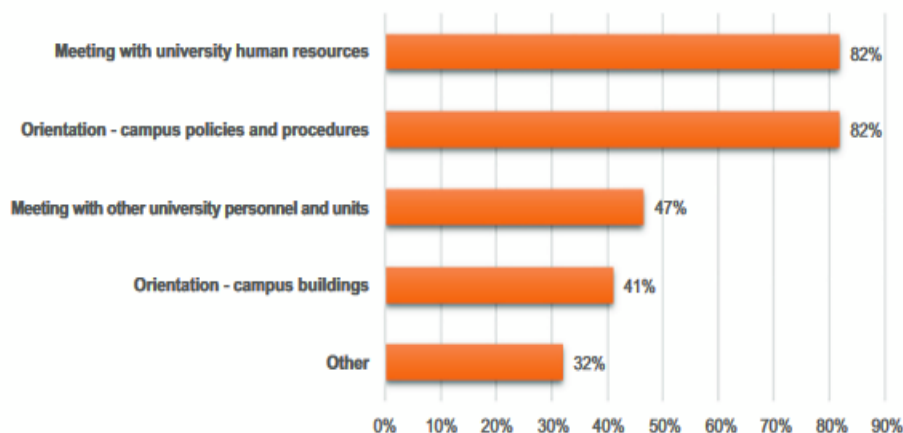
Figure 1. What are the orientation components of your onboarding process at the university level? Choose all that apply

Source: Semenza et al., 2021

Recommendation: The Senate establishes an ad hoc committee to review and improve the onboarding process for faculty according to best practice. The committee should consist of representatives from each College, HR, Office of Faculty Diversity and Recruitment, AdvanceRIT, Office of Faculty Affairs, Center of Teaching and Learning**.** We strongly suggest that the committee look at NTID Faculty Fellows Program and the on-boarding program for lecturers.

Charge 4

Charge: Gather information about the kinds of DEI-related activities that faculty include in annual reports of their activities, the ways in which DHs recognize DEI-related activity in annual performance appraisals, and DHs understanding of the role that DEI-related activities play in faculty members' contribution to the University's mission. Based on this information, work with FAC, the Administration, and other entities on campus as needed to develop and propose methods to enable faculty to identify and successfully pursue opportunities to engage in DEI-related work, and to receive appropriate recognition and rewards for their DEI-related work. Report to the Senate with recommendations as appropriate. (Focus on annual evaluation)

- Sandra Rothenberg
- Betsy Dell
- Dina Newman
- Alissa De Wit-Paul

Motivation

There are three primary motivations for explicitly including DEI activity in the annual evaluation process.

1. There is an Institute level imperative to include DEI as part of the annual evaluation process. The RIT Action Plan for Race and Ethnicity, Broad Initiative I states: **"Create and support formal structures, broader engagement in and accountability for Diversity, Equity and Inclusion (DEI) work (e.g., committees, governance involvement, dedicated staff diversity-related positions, appraisals, etc.)** In particular, Action Step I.1 states: "Employ intentional and comprehensive efforts to incorporate and reflect DEI work across all constituencies including requiring DEI related information/goals in performance appraisals, plans of work, annual reports, etc."

2. Accreditation bodies are increasingly requiring demonstration of DEI related activity in teaching and scholarship. The annual evaluation provides an opportunity to gather information on this activity from faculty.

3. By including DEI as part of the annual evaluation process, we encourage faculty to see DEI as part of their job, which is consistent with the RIT Action Plan for Race and Ethnicity.

Considerations

At the same time, when considering HOW DEI should be included in the Annual Evaluation several issues were considered.

1. As discussed by the FAC, there has been a movement to streamline the Annual Evaluation Process. Thus, adding additional categories and requirements might be in opposition to the direction of policy in this area.

2. Changes to annual evaluations should not be in conflict and, ideally, should be consistent with Institute, College and Department promotion and tenure policies.

Summary of Current Activity

Currently, two units on the RIT campus require reporting of DEI as part of their Annual Review process:

NTID and COS have separate categories to report DEI activities. NTID explicitly states that 5% of time is devoted to communication and DEI activities. Their policy states:

Section Two: Communication and Diversity

"This appraisal category is unique to NTID…..With regard to diversity, faculty are expected to incorporate diversity-related activities in their POWs. These activities may be found through RIT's Center for Professional Development and also may be offered through NTID's Professional Development office and other units within the college and university. Per RIT's Mandatory Training Policy (Policy C25.0), faculty are expected to complete all required annual training through the Center for Professional Development." (NTID FACULTY WORKLOAD GUIDELINES)

The College of Science has an optional separate category for reporting DEI activities. This is not used in Promotion or Tenure evaluations, but it can be used to determine merit in the annual review process. There was some discussion about how creating a separate category may lead to DEI activities being devalued since they are not part of the three mandatory categories. On the other hand, it brings DEI activity to the surface and raises its importance.

All other colleges stated that DEI can be reported as part of the primary three categories of teaching, scholarship and service.

MOTION
Motion: Faculty Senate recommends that all colleges to have a mechanisms to report and reward DEI activities.

This motion passed at the Senate on Apr 20, 2023.

Along with this motion, we make the following recommendations.

- Recommendation #1: **Colleges** provide

    - examples of DEI related Activities

    - opportunities for DEI related training and activities

    - mechanisms for cross department sharing and dissemination (within colleges) of activities

- Recommendation #2: **Council of Chairs** (RIT wide) provide opportunities for

    - sharing and dissemination of DEI activities

    - best practices for recognition

- Recommendation #3: We recommend that the **Institute** provide resources to colleges for reward and recognition of DEI activities and reward

Other Material
This charge was a continuation of a charge from last year.

- SUBCOMMITTEE ON DEI WORK METRICS: DEFINITIONS AND EXAMPLES (https://facultycouncil.iupui.edu/Committees/Subcommittee-on-DEI-Work-Metrics.html)

DEFINITIONS

- Diversity: Perceived human differences in appearance, thinking, and actions, shaped by historical and social systems of advantage and disadvantage. Diversity includes, but is not limited to, intersectional identities formed around ideas and experiences related to race, ethnicity, class, color, gender identity, gender expression, sexual orientation, age, size, disability, veteran status, national origin, religion, language, and/or marital status.

- Equity: The promotion of access, opportunity, justice, and fairness through policies and practices that are appropriate for specific individuals and groups. While the term "equality" recognizes a common humanity, "equity" recognizes the distinct needs of individuals and groups, which cannot be addressed with generalized solutions that fail to acknowledge structural inequities.

- Inclusion: An approach designed to ensure that the thoughts, opinions, perspectives, and experiences of all individuals are valued, heard, encouraged, respected, and considered. While "diversity" ensures adequate representation of human difference, "inclusion" solicits and centers diverse contributions.

EXAMPLES

The following list was generated by the subcommittee with the aim of facilitating conversations about metrics to be determined by academic units. The committee devised examples to illustrate how faculty work could be delineated as minimum standards (underlined) and standards that could equate to excellence (in bold). These suggestions do not constitute an exhaustive list nor is it a list of required metrics to be adopted by the academic units.

Publications/Dissemination

- Publications about DEI in any venue demonstrating impact (e.g., targeted disciplinary venues) and/or through alternative ways of dissemination (e.g., altmetrics; blog analytics)
- Sharing related scholarship in open access journals, open platforms, or IUPUI institutional repositories (ScholarWorks and DataWorks) to support knowledge equity
- Conference presentations and/or invited speaking engagements (e.g., keynote addresses, workshops, guest lectures); community-based, national, and/or international
- Policy work and impacts related to DEI

Grants

- Major grants related to DEI
- Grants serving communities of color or other marginalized communities in the United States and internationally
- Grants that include rationale related to DEI in the work/research to be conducted
- Internal grants awarded for DEI work
- Mentorship
- Advising and/or mentoring underrepresented and/or international students (undergrad, graduate, professional students)
- Serving as an advisor to a student organization related to marginalized/minoritized groups (e.g, Black Student Union, Alliance for Immigrant Justice, Latino Student Association, African Student Association, etc.)
- Mentoring faculty/staff from underrepresented groups

- Mentoring faculty engaged in community-based research
- Program development and leadership targeting underrepresented high school students

Teaching

- Inclusive teaching practices (e.g., pedagogy, DEI content, multicultural courses, global perspectives)
- Curriculum development and/or revision related to DEI
- Lead study abroad programs that explore marginalized populations and global injustices
- esearch/Discovery/Creative Activity
- Research agenda pertaining to DEI (e.g., health disparities)
- Any efforts of "diversifying" (e.g., collections; newly created programs; innovations/interventions related to DEI)
- Elevate collection/data development practices to be more inclusive and equitable in an effort to better represent a diverse range of voices and perspectives
- Scholarship/research/creative activity focused on minoritized and diverse communities (e.g., community engaged research) in the United States or internationally
- Recruitment and/or retention of diverse research teams/personnel

Service

- Community board service linked to DEI
- Chairing a DEI-based board
- Community-based outreach to minoritized communities (e.g., programming for K-12 students, community organizations, international NGOs, religious institutions)
- Consulting work (paid or unpaid) related to DEI
- Any efforts to increase the presence of underrepresented groups and communities in open platforms
- Service on department, school, and/or campus committee pertaining to DEI work
- Leading/delivering DEI professional development programming
- Chairing the department/school/unit diversity committee
- National service to the discipline related to DEI (e.g., elected position in national organization)
- DEI professional development (e.g., trainings, workshops, certification, reading groups)
- Policy work and impacts related to DEI
- Creating and/or leading programs related to DEI, on campus and/or beyond (e.g., efforts that create spaces/programs that facilitate greater sense of belonging and a welcoming environment for marginalized students, faculty, and/or staff)
- Serving on search committees when diverse membership is requested
- Providing exposure to the research produced by underrepresented groups in open knowledge environments

Community Engagement

- Community engaged research
- Coaching and providing supports to community engaged researchers; engaging communities (e.g., building capacity)
- Policy work and impacts related to DEI
- Scholarship creation and/or management
- Active recruitment of diverse students
- Awards
- National, international, local (campus), and/or community-based awards and/or recognitions for DEI work or activities that are specifically designed for underrepresented student populations.

Charges for Next Year

References

Buller, D. L. (2017). *Hire the right faculty member every time: Best practices in recruiting, selecting, and onboarding college professors*. Rowman & Littlefield.

Farakish, N., Cherches, T. & Zou, S. Faculty Success Initiative: An Innovative Approach to Professional Faculty Onboarding and Development. *J Form Des Learn* **6**, 113–126 (2022). https://doi.org/10.1007/s41686-022-00069-x

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5/1/2023

DIVISION OF STUDENT AFFAIRS AND CAMPUS DIVERSITY

Anti-racism across the curriculum

History of Writing Across the Curriculum

► Earliest movement was Writing Across the Curriculum (WAC)

► Many forms since that time – Writing & Literacy, Languages, Language and Culture, Research

► The intention was to change college pedagogy

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Anti-racism Across the Curriculum

What is WAC?

► "WAC is a pedagogical reform movement that presents an alternative to the 'delivery of information' model of teaching in higher education,...writing to learn and learning to write in the disciplines" (McLeod & Maimon, 2000).

► What is important about WAC is that writing is not an add on to the course content. Instead, writing is seen as a way for students to learn and to engage with the course content as it represents an area of study. The writing is a pedagogical tool to enhance and transform the way that the discipline is taught.

► WAC dovetailed with the broader movement in higher education of learning vs teaching (moving from the sage on the stage to the guide on the side) although in itself was often about improving teaching as much as about improving learning.

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Anti-racism Across the Curriculum

WAC in 2020

► WAC has had many success, many critiques, and gone through several transformations of its own during the past four decades of its existence in higher education.

► After such a long history, WAC is no longer a singular way of teaching and/or learning and appears in many forms.

► What we will be doing will not replicate the structure of WAC, given its complex infrastructure in many cases; however, we can look at WAC's understanding of the interrelationship of writing and disciplines as a model. This model can help us consider the interrelationship of anti-racism and social justice as we transform our curriculum for an inclusive campus environment.

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Anti-racism & Social Justice Across the Curriculum

- Shared understanding of concepts such as those presented above
- Those who are structuring the curricular elements understand them in the same way that those who implemented writing across the curriculum understood writing not just as grammar but as a way of understanding material. We are shifting our focus and understanding social justice and behaving in ways that are anti-racist to create learning outcomes and/or courses that provide this in our disciplines.

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Implementation on the ground: Connecting with departmental diversity planning

- Summer 2020: Meetings with college leadership
- Shared drive; Planning website: https://sacd.sdsu.edu/diversity-initiatives/diversity-planning/planning-departments; Canvas course: https://sdsu.instructure.com/enroll/47MF4F
- Individual meetings with department teams
- Two Planning Institutes for all teams
- "Office hours" for individual consultation
- Professional Development: Implicit bias training, anti-racism in the classroom workshops / online course / PLC

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Unit Diversity Plans – Process

- Analyze student outcome data (Institute #1)
- Review curriculum for anti-racism & social justice (Institute #1)
- Review college plans
- Identify Interventions and Strategies (Institute #2)
- Submit the Plan
- Continuous Improvement and Evaluation

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Slide 1

DIVISION OF STUDENT AFFAIRS AND CAMPUS DIVERSITY

Institute #1 – December 2020

Agenda

1. Welcome and Land Acknowledgement
2. Overview of equity-mindedness and taxonomy of perspectives
3. Overview of plans and process
4. Anti-racism across the curriculum/Canvas course
5. BREAK
6. Identifying equity gaps in student outcomes
7. Wrap-up

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Slide 2

DIVISION OF STUDENT AFFAIRS AND CAMPUS DIVERSITY

Poll Results

How comfortable do you feel discussing anti-racism and social justice in the curriculum?

	Morning Session	Afternoon Session	Total	Percent
very comfortable	54	57	111	46.06
somewhat comfortable	56	51	107	44.40
somewhat uncomfortable	5	8	13	5.39
very uncomfortable	1	0	1	0.41
not sure	7	2	9	3.73
	123	118	241	100

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Slide 3

DIVISION OF STUDENT AFFAIRS AND CAMPUS DIVERSITY

Institute #2 - March 2021

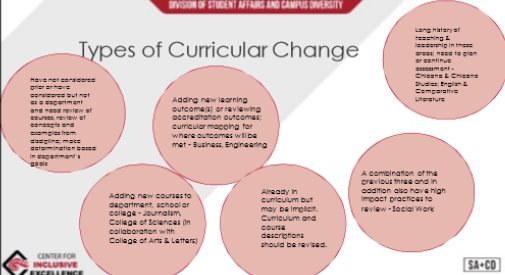**Agenda**

1. Welcome and Land Acknowledgement
2. Reminders about timeline, process
3. SHORT BREAK
4. From data to strategies
5. Wrap-up

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Slide 4

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Types of Curricular Change

- Have not considered prior or have considered but not as a department and need review of courses, review of concepts and assumptions from discipline; make determination based in department's goals
- Adding new learning outcome(s) or reviewing accreditation outcomes; curricular mapping for where outcomes will be met – Business, Engineering
- Long history of teaching & leadership in these areas; need to plan or continue assessment – Chicana & Chicano Studies, English & Comparative Literature
- Adding new courses to department, school or college – Journalism, College of Sciences (in collaboration with College of Arts & Letters)
- Already in curriculum but may be implicit. Curriculum and course descriptions should be revised.
- A combination of the previous three and in addition also have a high impact practices to review – Social Work

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Lessons Learned

- Very important to meet with EACH unit
- Needs to take place within the culture and structure of the institution
- Watch for passive resistance
- Any resources – and not just monetary – make a difference
  - JEDI Community Mini-Grants for professional learning
  - Equity Mini-Grants for pedagogical innovations

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Slide 6

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How might this work on your campus?

- Where/how are campus values represented? Who would champion this initiative?
- How are student voices captured?
- How do people like to gather?
- How does curriculum get enacted on your campus? Who are the gatekeepers?
- What strategies would work best on your campus? What are the barriers?

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