|  |  |
| --- | --- |
|  | Academic Programs Equity Statement  **Equity and Design Elements** List all required courses. Identify MNTC courses and goal area. Describe how this program reflects diversity and inclusion. May attach a document to cover the following Equity by Design considerations. |
|  | Equity 2030 Student Populations:   * racial ethnicity * socioeconomic * first generation status   How does the curriculum of this program reflect diversity and inclusion? Explain how the curriculum reflects culturally relevant elements addressing the needs of a growingly diverse student body. |

*Equity and Design Elements.  The ideals of Equity 2030 include incorporating design elements into courses and programs that will contribute to closing equity gaps related to race, ethnicity, socioeconomic status or first generation status.  The System Office is gathering resources to assist institutions aspiring to meet the ideals of Equity 2030 in programs and courses. Please describe (or attach a document that describes) elements of this program and curriculum, if any, that demonstrate the ideals of Equity 2030.*

Academic Programs will not evaluate your Equity and Inclusion program statement. There are many checklists and rubrics that could be used as idea starters. Your campus and faculty are deeply engaged in their work in program reviews, new programs, and the redesign of current programs on an ongoing basis, with the campus and program equity lens most likely as their guide. That guide might be developing shared learning outcome(s) supporting equity, maybe curriculum shared and focused on equity, it might be your campus Equity by Design team is creating something that serves for your campus guide for programs.

As a campus, you will be able to direct the Equity 2030 statement to suit your needs, goals, and campus Equity and Inclusion Strategic Plans. There is not a way to create a one size fits all equity statement training that would work for every campus, as each has different populations, goals and plans. We do have examples and resources to help support your campus work. We won’t evaluate equity statements, just look that you have equity and inclusive learning within the curriculum design. What that looks like for your programs, is campus guided. What is your campus asking of program curriculum design for Equity 2030? What are your guiding principles for ensuring equity focused programs? How are you guiding the equity in curriculum design discussion on your campus?

# Academic Programs Goals for Equity and Inclusion:

Goal: Advance a climate that fosters inclusive excellence.

Goal: Ensure accountability to diversity and inclusion efforts in the curriculum.

## Motivational Framework for Inclusive Learning

1. Establishing inclusion
2. Developing attitude
3. Enhancing meaning
4. Engendering Competence

(Wlodkowski, R.J., Ginsberg, M.B., (1995). *Diversity and Motivation, Culturally Responsive Teaching.* Jossey Bass: San Francisco. )

## Nine Principles of Universal Design for Instruction

1. Equitable use
2. Flexibility in Use
3. Simple and intuitive
4. Perceptible information
5. Tolerance for error
6. Low physical effort
7. Size and space for approach and use
8. A community of learners
9. Instructional climate

(Scott, S.S., McGuire, J.M., Shaw, S.F., (2001). Principles of Universal design for Instruction. Center on Post-Secondary Education and Disability: University of Connecticut.)

(Inside Higher Ed, July 8, 2021). [Closing Higher Education’s Equity Gap](https://www.insidehighered.com/blogs/higher-ed-gamma/closing-higher-education%E2%80%99s-equity-and-achievement-gaps). We must ask ourselves: Are these entering students truly unready for college? Or, with proper support, can they succeed in credit-bearing classes? The evidence is now clear: traditional remediation generally doesn’t work, but co-requisite remediation -- enrolling students in standard classes with support -- does.

# Equity 2030 Examples Occurring in Academic Programs

* Intentional recruitement of students from underrepresented groups
* Revising program admission policies and standards to remove unintended barriers facing students across race and ethnicity, socioecomopmic status and geographic location.
* Identifying program course scheduling issues that negatively impact the participation of students along lines of race and ethinicity, socioeconomic status and geographic location.
* Modification of course and program costs and fees that impair student success/provide financial assistance to students in need
* Review use of standardized testing that may negatively impact students from underrepresented groups.
* Inclusive of culturally responsive courses in program curriculum.
* Adapting program courses to include culturally responsive material.
* Include program learning outcomes that lead to cultural competency.
* Increase monitoring of student progress in the program to identify issues impeding success.
* Providing program specific tutoring and other academic resources to students in the program.
* Providing mentoring opportunities for traditionally udnderrepresented students in the program.
* Reviewing clinical and internship requirements to identify roadblocks to completion.
* Hiring faculty from traditionally underrepresented groups to teach in the program.

**Example Statements**

These are examples of statements for equity and inclusion within the curriculum design of programs. There is not an evaluation of the equity and inclusion statement. The statement should reflect program related information and not just include campus required equity and inclusion requirements such as federal regulations for equity. Things like the use of tutors, supplemental instruction, assessment planning for equity gaps, learning outcomes related to diversity/culture, or values of the program embraced throughout the program. You may even just be in a planning and review phase.

**Dakota Technical College**

“In this program, students will learn to understand and value the importance of diversity in family and community characteristics and use this understanding to create respectful, culturally and linguistically responsive reciprocal relationships.

Students will also plan, design and implement developmentally and culturally appropriate learning experiences using children’s ideas, needs, interest, culture and home experiences.” (Dakota Tech, ECC). Used in the Early Childhood Transfer Pathway.

**Central Lakes College**

“At Central Lakes College our Associates of Fine Arts in Music degree will establish a sense of belonging for everyone, for each individual to bring their best self forward, which will create an environment of greater engagement and creativity in the individual and the assembly of music students. Learning will exist in an empathetic and collaborative environment where the intellectual and emotional needs of the students are the central focus of curriculum and content delivery. The Associates of Fine Arts in Music degree realizes that inclusion, cultural development, and diversity awareness are an ongoing endeavor that need to be combined with maximizing joy and connection of music-making in the institution while limiting fear in learning. We, as a degree, are committed to intentionally choosing outcomes and curriculum that will expose students to diverse ranges of music in the arenas of composers, ensembles, history, theory, and pedagogy for the purpose of imploring students to engage critical thought, broadening their perspectives of what music is beyond their personal experience and majority thinking.”

**Fond Du Lac**

Cultural Competency embedded at the ILO level and must be met in all courses. As a tribal college, they are dedicated to the culture of the tribe and culture is embedded into every course with an institutional level learning outcome dedicated. The following is the learning outcome:

“Culture (knowledge of Anishinabek traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.) Must be met in course learning outcome(s).”

# **Southwest Minnesota State University**

The Event and Meeting Management Certificate Program is housed in the department of Agriculture, Culinology and Hospitality Management aiming to eliminate educational equity gap for students’ success and their ethical decision making for the communities in which the hotel revenue professionals are employed. The curriculum is developed with various perspectives in regards to the historical and current work in the field. Students are first-generation, socioeconomic, and from diverse backgrounds. The hybrid delivery methods of this certificate will broaden access to more diverse student populations.

**SouthWEst Minnesota State University**

## Data Science Learning Outcomes

Upon completion of the Data Science major, graduates will be able to:

1. Demonstrate the ability to obtain, wrangle (clean and process), and maintain data.
2. Apply specialized computing and statistical techniques to analyze data and derive insight.
3. Articulate how biases (both unintended and intended) in data collection techniques and mining algorithms can skew the information derived from the data and the effect this can have on diverse groups.
4. Communicate findings from their analyses to varied audiences orally, visually, and in writing.
5. Work with other students, whose interests, backgrounds, and strengths may differ from their own, to solve problems collaboratively.

## EQUITY AND DESIGN Built into the Data Science Program

Data science by its nature must be inclusive. The task of data scientists is to use the vast amount of data available to answer questions important to society. It requires people from diverse disciplines to come together, look at a problem from different perspectives, and come up with a solution. Different perspectives are the key to being successful in data science. Delivering relevant, high-value information requires a deep understanding of client needs and perspectives.

While the curriculum primarily focuses on the computational, mathematical, and statistical techniques of data science, topics related diversity and inclusiveness are prevalent throughout. This is evidenced by learning outcome 3, “Articulate how biases (both unintended and intended) in data collection techniques and mining algorithms can skew the information derived from the data and the effect this can have on diverse groups.”

The first course, DATA 100: Introduction to Data Science, has been designed to offer a strong conceptual foundation while minimizing barriers to entry. It has no prerequisites beyond college-level mathematical readiness and is taught using a pedagogical platform that makes computing and data manipulation easier and more natural. This allows students to experience data science and gain a good understanding of the discipline and its various related careers without significant hurdles.

Within this course, students learn how, using basic statistical techniques, information can be gleaned from data. Through the use of questions concerning issues of diversity and inclusion, students learn not only HOW to find and analyze relevant data but WHY these questions matter to society.

Throughout the required statistics courses, MATH 200, MATH 430, and DATA 435, students thoroughly study the topic of statistical bias and the societal problems it can induce and perpetuate.

In COMP 328: Machine learning, students learn that interpreting causal relationships and correlations in large data sets requires subtlety, and both humans and machine learning algorithms can occasionally “see” patterns that lead to spurious, biased, or even downright dangerous conclusions. Machine learning algorithms that are trained on historical data points (such as a company’s past hiring decisions) are susceptible to learning and perpetuating existing biases. This study can promote many discussions of equity within the course.

Finally, DATA 499 Practicum/Capstone creates opportunities for students to experience teamwork on projects with high collaborative impact. Diverse teams of students with different backgrounds, interests, and levels of experience work together on long-term projects oriented toward positive societal impact. By assessment of student projects, we will be able to determine to what degree students are accomplishing learning outcome 5, “Work with other students, whose interests, backgrounds, and strengths may differ from their own, to solve problems collaboratively.”

# **Alexandria Community and Technical College**

The goal of Equity 2030 is to eliminate the educational equity gaps for first-generation students, low-income students, indigenous students and students of color at every Minnesota State college and university.

The guided learning pathways have been done by ATCC technical programs for years. With a commitment from faculty and administration to schedule classes to give students the opportunity to complete their chosen award in two years. What ATCC faculty need to review is their curriculum to make sure they are offering culturally relevant curriculum using materials from underrepresented cultures. There is also a requirement of a first-year experience. A report is due to the system office in spring semester 2021 to report ATCC’s progress. Raisanen will be looking for AASC members and other faculty to work on initiatives to start working towards this goal. Fall 2020

# **North Hennepin Community College Campus Project Description**

The campus has taken on the Equity by Design project to improve all facets of campus culture, curricula, teaching methods, and refined pedagogical practices. Some of the Equity by Design improvements include:

* Hiring a faculty Instructional Designer who will work with our STaR Center and Online Learning Faculty on universal design, classroom inclusion and will have training around anti-racist classrooms, inclusion in online courses and etc. ;
* We have purchased Academic Impression for continuous professional development related to this are for all employees
* Sharing culturally responsive pedagogical models, such as Universal design, Learner-centered pedagogy, and others.
* The deans are going through a pedagogy in house training. First reviewing articles and books to help with feedback for classroom observations;
* Faculty in those areas have been doing curriculum work with the SEED training;

**SEED**: <https://nationalseedproject.org/about-us/about-seed>

To create the most effective environments for learning and flourishing, we need curricula, teaching methods, and workplace practices that are gender fair, multicultural equitable, socioeconomically aware, and globally informed.

Campus was a pilot in the Equity by design and created a racial policy first, before diving into the curriculum: <https://www.nhcc.edu/about-nhcc/policies-procedures-disclosures/current-policies-procedures/1c-6-racial-equity>

# **Resources:**

A google search using: “Equity and inclusion statements for academic programs” provides these and many more ideas for equity statements.

Beck, S. L., (2018). Developing and writing a diversity statement. Vanderbilt University Center for Teaching. Retrieved September 30, 2020 from <https://cft.vanderbilt.edu/developing-and-writing-a-diversity-statement>

Berkley, (2020). Contributions to Diversity, Equity, and Inclusion <https://ofew.berkeley.edu/recruitment/contributions-diversity>

Bensimon, Estalla (2016). Equity Scorecard and Five Principals for Enacting Equity by Design. AAC&U. Retrieved from: <https://www.aacu.org/diversitydemocracy/2016/winter/bensimon>

Departmental Equity and Inclusion example: <http://diversity.mit.edu/diversity/departmental-diversity-statements>

AAC& U Board Diversity statement: <https://www.aacu.org/publications-research/periodicals/board-statement-diversity-equity-and-inclusive-excellence>

Guidance for Inclusivity statements: <https://ap.uci.edu/faculty/guidance/ieactivities/>

NYU Department Equity statement: <https://as.nyu.edu/departments/facultydiversity/recruitment/diversity-statements.html>

Brown: Harriet Sheldon Teaching and Learning Center: <https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements>

Northern Illinois University Equity and Inclusion toolkit: <https://www.niu.edu/diversity/education-training/toolkit.shtml>