

**DEI in Curriculum and Student Learning Subcommittee**  
**September 17, 2021**

**Attendees:** Rafik Mohamed, PaulChris Okpala, Janelle Gilbert, Christine Fundell, Claire Weber

The subcommittee reviewed last year's recommendations to see if they could be improved or amended with the lens of antiracism. Numbers below reflect goals the subcommittee established last year.

**1. Review current curriculum (as contrasted to current curriculum):**

- In light of pandemic, gather student input on hybrid/online instruction to promote equitable accessibility
- Reframe gap analysis based on DEI/antiracist program learning outcomes (see points 2 and 3 below)
- Disabled students need to be part of the conversation
- Co-curricular collaboration is important so that learning happens everywhere on campus.

**2. Build DEI into program level assessment:**

- Need to have program level DEI outcomes first. These should be determined at the program level, and not be a generic set of outcomes. The outcomes will be more meaningful, and also easier to implement (as opposed to course-by-course)
- Although there should not be generic PLOs there should be a common framework for DEI/antiracist goals.
- Faculty PD needed for buy-in (see below)
- Writing intensive program is already incorporating antiracism into its program assessment, can be a model for other programs.
- Faculty need reassigned time to support this. (see below on faculty PD)
- This is a LONG process - set longer horizons for assessment outcomes, rather than short term outcomes.
- Equity gaps as one tool to assess how well programs are performing in terms of DEI. Negative equity gaps are also bad!

**3. Refine curriculum approval process...**

- This should include program review, not just curriculum review!
- Approval guidelines should not be prescriptive in terms of outcomes. Different programs will have different goals and cultures.
- In terms of an antiracist approach - look even further deeper than just curriculum or programs. What about policies for curriculum and programs? for example, FAM, FAM revisions, etc.
- Programs/curriculum should be intentional in engaging students in terms of their responsibilities to be part of the antiracism conversation and their learning.

**4. Faculty professional development:**

- Faculty will need reassigned time in terms of professional development. DEI/antiracism is challenging to implement

- work away from the "workshop" approach, use the FLC model to attract authentic interest but then have that permeate back into departments. Takes time! (see earlier comment on horizon time for assessment)
- Funding for faculty PD needs to be aligned with the priority that the campus places on the importance of DEI/antiracism.

#### **5. Build DEI into RPT procedure**

- Donna Garcia is already working on this - see what her team has come up with so far.
- Other than teaching, is RPT the charge of this subcommittee?

#### **6. Create cross-disciplinary programs with DEI/antiracism at their core:**

- Provide incentives for cross-disciplinary team teaching. right now team teaching is not properly recognized in terms of workload.
- develop alternative degree programs that provide meaningful and authentic learning and outcomes for students blocked from high-unit majors with many pre-requisites. Difficult to do, many obstacles. CNS is discussing, still not ideal, but it's a start.