

Assessment as a Tool for Equity and Inclusion



“An assessment process that is not mindful of equity can risk becoming a tool that promotes inequities, whether intentional or not.”

Montenegro & Jankowski, 2020

Assessment as a Tool for Equity and Inclusion

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Assistant Dean, Academic
Quality & Assessment



Prof. Craig Pepin

Assistant Dean for Assessment
Core Division



CHAMPLAIN
COLLEGE

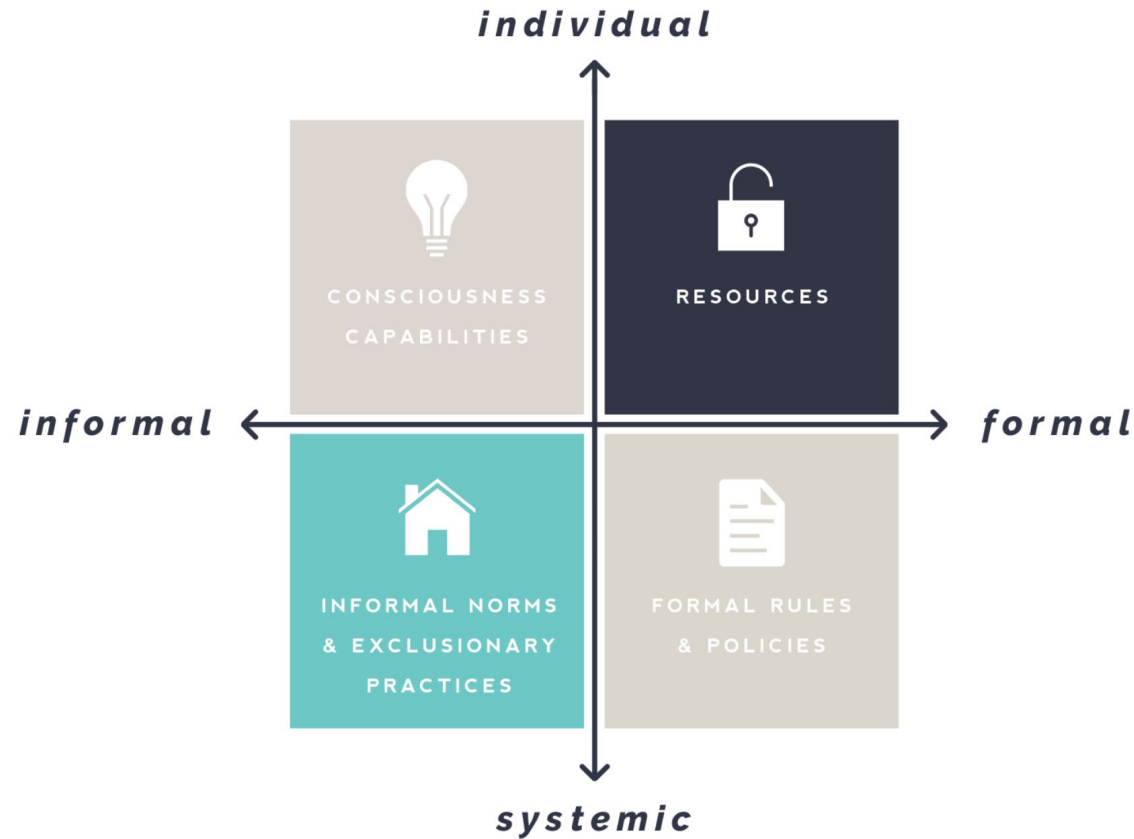
Dr. Kierstyn Hunter

Vice President for
Academic Affairs



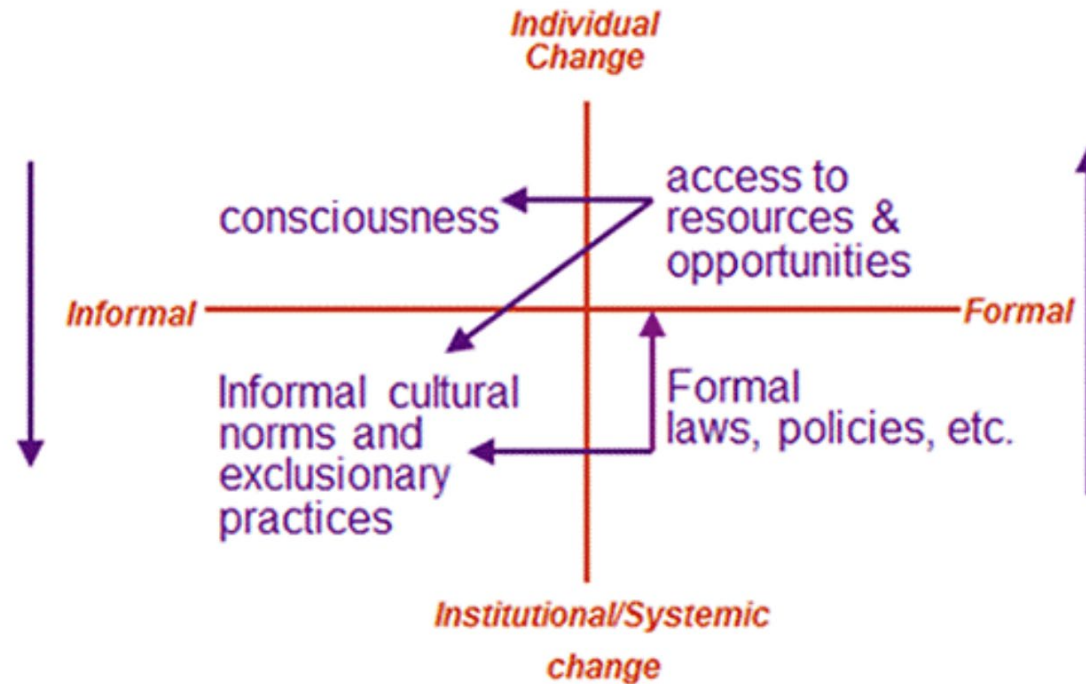
**What are we
trying to change?**


Many things, many places



Many things, many places

What Are We Trying To Change?





Reframing Assessment as an Equity- Focused Practice

Mapping Your DEI Journey

- People
- Process
- Tools

Diversity Equity Inclusion Continuum

INTRODUCTORY



DEVELOPING



PRACTICING



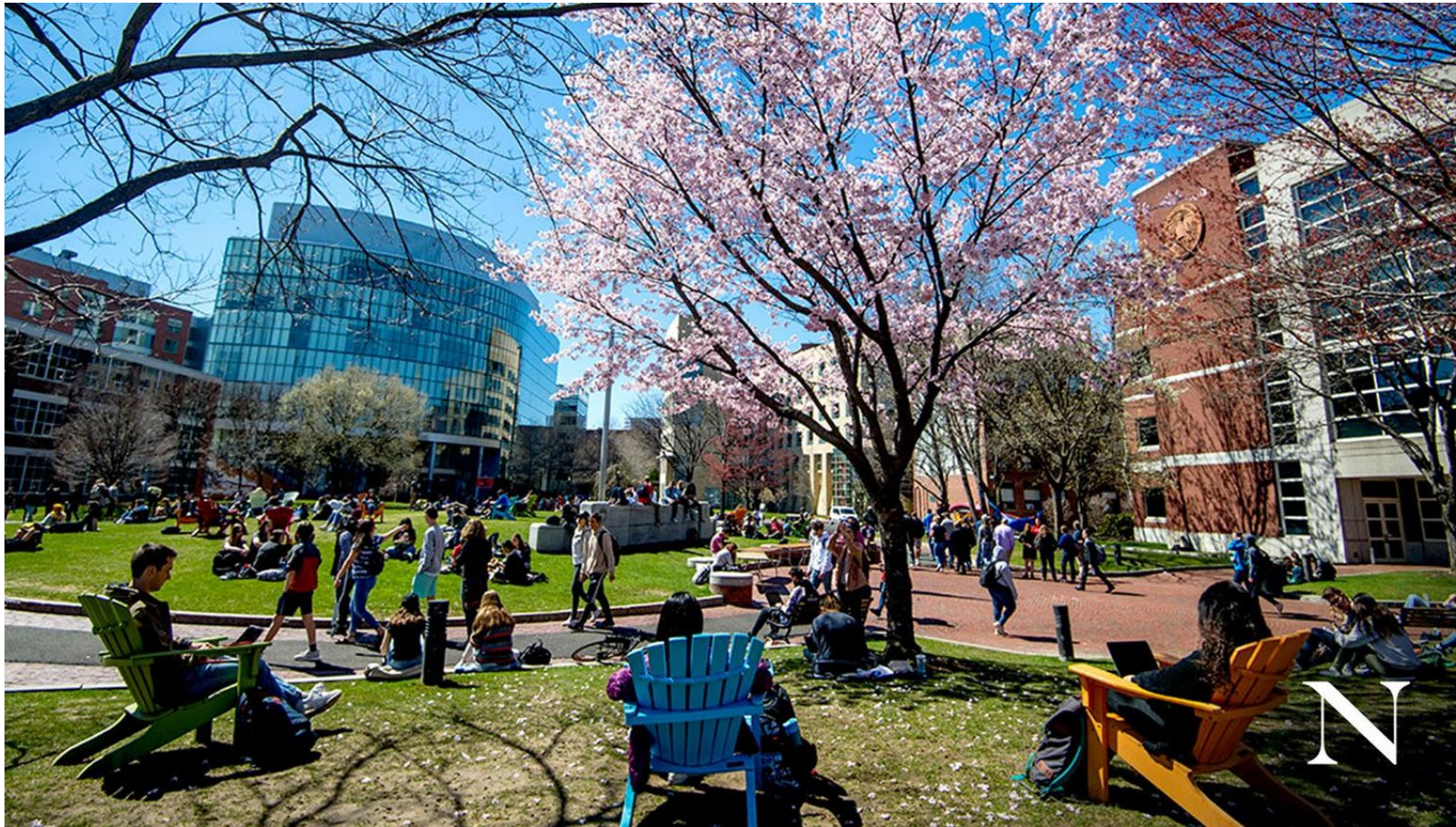
01.

People Key Stakeholders

Identity and Positionality



Students



Faculty



Faculty2Faculty Podcasts



OIDI Grant: Workshops

Leadership

Seek Partnerships & Opportunities

- College DEI Council (access to students)
- Curriculum Committee (collaboration with faculty)
- Faculty Development Conference Committee
- Faculty Directors/Department Chairs meetings
- College Quality Ecosystem Group (engage senior leadership)

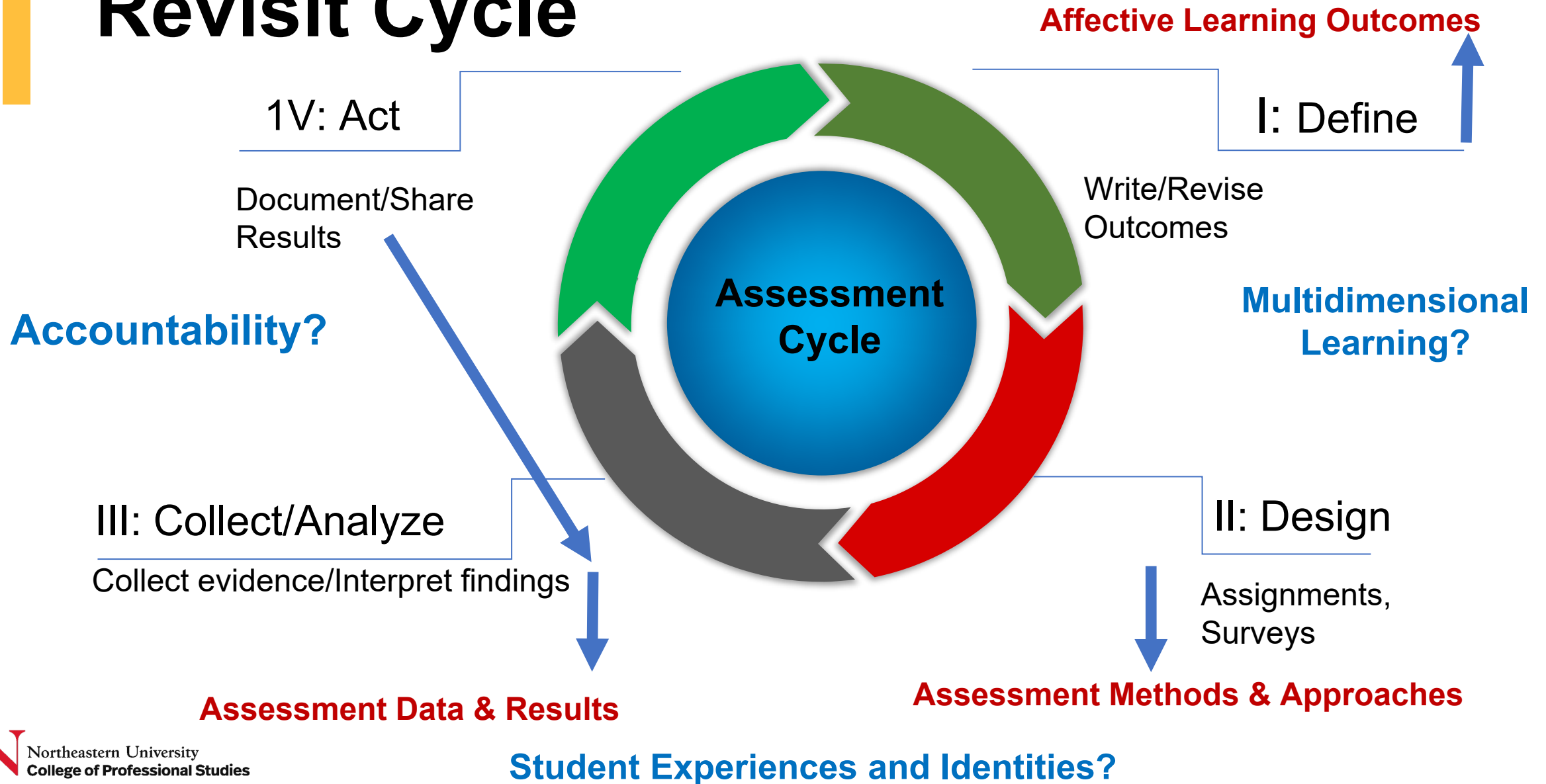
02

Process

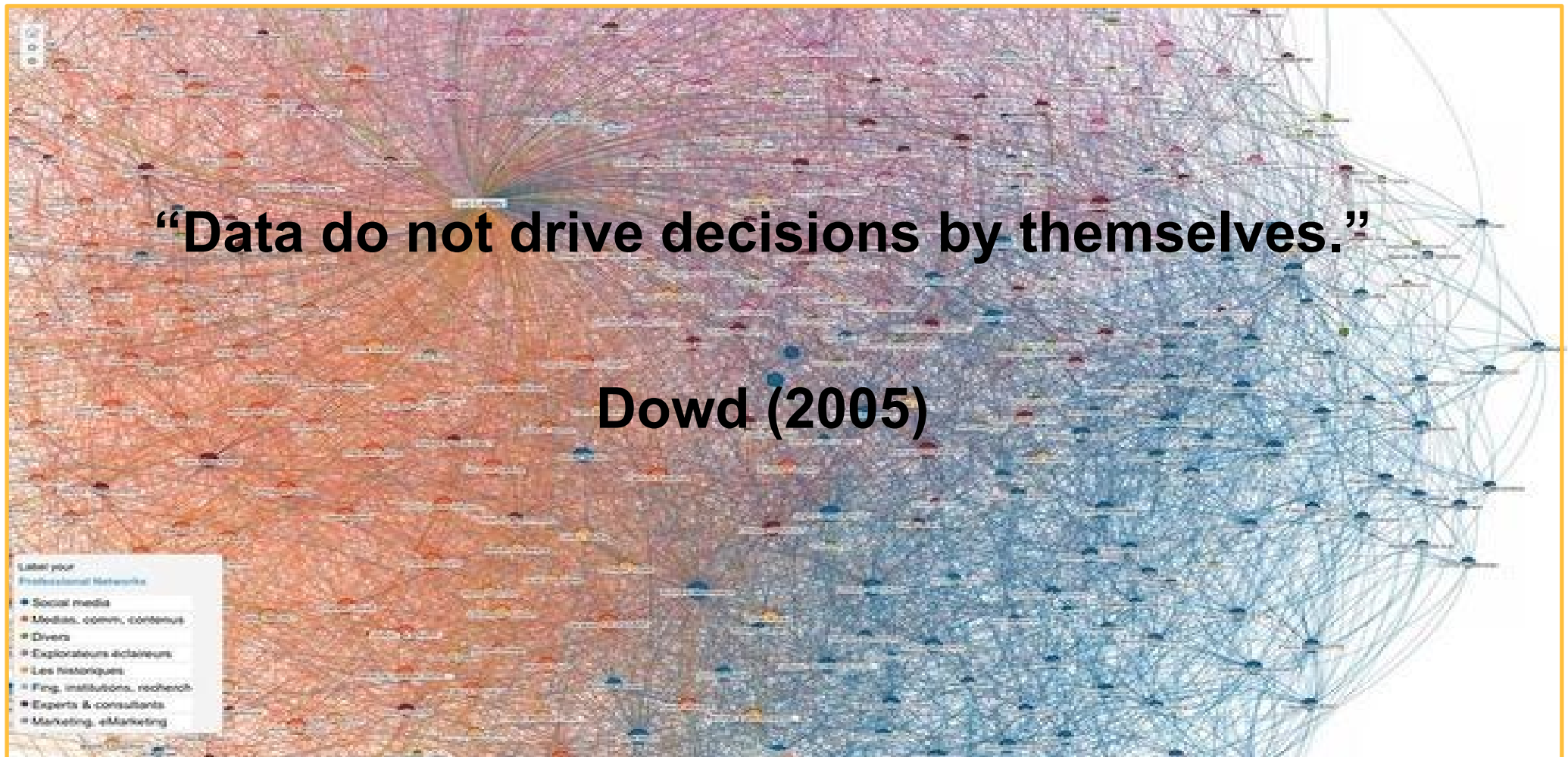
“Assessment, if not done with equity in mind, privileges and validates certain types of learning and evidence of learning over others, can hinder the validation of multiple means of demonstration, and can reinforce within students the false notion that they do not belong in higher education.”

Montenegro & Jankowski, 2017

Revisit Cycle



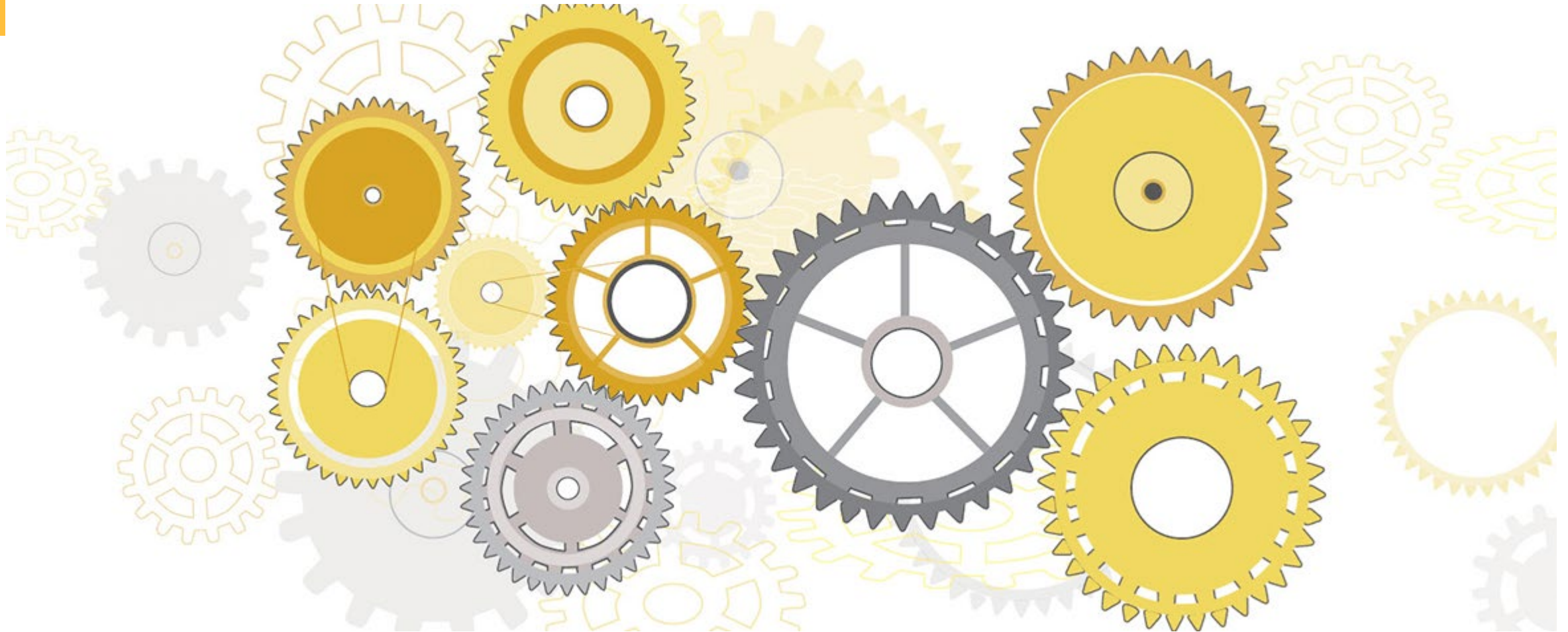
Rethink Data



03

Tools

Systems, Platforms, Technology



Collaboration & Synergy Across

19



04

Case Study

Embed at the Program Level

- Program
- Course
- Faculty Support
- Student Support

Quality Dimensions



DEI Rubric

Criteria and description. Dimension is DEI.	Degree of Achievement **			FACULTY SUPPORT			
	Transforming	Developing	Emerging	Program is willing to invest in faculty development for awareness and training around these dimensions to reach the following level: Most of the faculty members know what diversity, inclusion and equity are and understand its importance. They act as instructors, supporters, and advocates of diversity, inclusion, and equity to operationalize it both into the institution's overall mission and courses.			
PROGRAM				STUDENT SUPPORT			
Program Definitions: Program has a formal, shared definition for high quality diversity, inclusion and equity that is used consistently to operationalize many or most aspects of programs.				Program is willing to invest in opportunities for students to develop awareness and training around these dimensions to reach the following level: Most students know what diversity, inclusion and equity are and can articulate why knowledge and experience in these areas are essential to their education and their future work. There are opportunities and options offered to enhance student learning about diversity, inclusion and equity issues on campus and within the larger community. Administrators at all levels, faculty, staff, and students actively collaborate with community members to assure the development of these opportunities.			
Program Mission and Strategic Plan: Program has developed a strategic plan for advancing diversity, inclusion and equity which includes viable short-range and long-range program goals. Program values diversity, inclusion and equity and willing to engage in curricular change efforts to integrate diversity, inclusion and equity as an informing influence.							
Program Learning Outcomes: Program has allocated at least one PLO to this effort and plans to collect data to report on these outcomes.							
COURSE- DEI Dimensions							
Course Description: (Dimension in the foreground and intentional) Explicitly state that the course will cover the DEI dimensions: topics, skills, knowledge, and attitudes.							

Adapted from https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf

Sustain Ownership & Efforts

- Agitate
- Innovate
- Orchestrate



References

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Diversity Equity and Inclusion as a Competency



DEI as a learning goal for all students

Institutional learning outcome, not just General Education

DEI important enough to be embedded in instructional practice

Strongly related to intercultural competence



Building a shared understanding

Communication, not
assessment

Context dependent

Draw on expertise,
but model inclusivity
through an inclusive
process

“The ability to evaluate intersections, influences, and social contexts from a position of shared humanity and openness toward difference, in order to integrate one’s values and belief systems into action.”



Rubric as definitions

Provides more nuance

Individual criteria as different elements of the competency

Criteria	Exemplary	Proficient	Developing	Emerging	Not Evident
Self-Conception What are my identities? What social constructs intersect with my concept of self?	Aware of the self as a relational being. Attentive to how self-conception may coincide with others' feelings of objectification or othering. Engages actively on the subject of self-conception.	Challenges rigidity of identities that make views and beliefs seemingly certain. Examines one's own values, beliefs and dispositions. Sees others as a potential source of richness.	Knows about identity, and accepts others as they are. Sees others' difference as a potential source of richness. Aware of difference.	Believes the personal experience is universal.	No attempt.
Context What are the social constructs under which I operate? How and why did I/we get here?	Open to new things. Rapid adaptation, cognitive frame shifting, and behavioral code shifting, in an authentic and culturally appropriate way to new contexts.	Awareness of how context constructs, shapes, codifies identities. Interest in the social history behind a practice, belief, value, and/or concept.	Minimizes the importance of context in familiar environments, but has relatively heightened awareness of it in unfamiliar environments.	Resistant to insights, experiences, and other interpersonal engagements that might change their conceptions of social, cultural, linguistic, and other contexts.	No attempt.
Other/Difference Is there movement from distrust and dislike to curiosity and wanting to learn, to synthesizing views and other ways of knowing and being? Does initial distrust/dislike/disc omfort of others lead toward inquisitiveness and appreciation of others?	Synthesis of diverse viewpoints and active integration of intercultural experiences; deep cultural knowledge across diverse communities, using an increased repertoire of cultural frameworks and practices in navigating cultural commonalities and differences. Adapts to differences.	Embrace of difference; desire to learn, curiosity, inquisitiveness, and actively seeking connections; developing habits and practices that lead with openness, or at a minimum suspended judgment. Accepts differences.	Awareness of difference, but only enough to be evaluative, judgmental, and critical. Agrees-to-disagree. Minimizes differences.	Avoidance of difference, belief in universality, and little to no recognition of importance of difference. Judgmental.	No attempt.



Criteria	Exemplary	Proficient	Developing	Emerging	Not Evident
Self-Conception What are my identities? What social constructs intersect with my concept of self?	Aware of the self as a relational being. Attentive to how self-conception may coincide with others' feelings of objectification or othering. Engages actively on the subject of self-conception.	Challenges rigidity of identities that make views and beliefs seemingly certain. Examines one's own values, beliefs and dispositions. Sees others as a potential source of richness.	Knows about identity, and accepts others as they are. Sees others' <u>difference</u> as a potential source of richness. Aware of <u>difference</u> .	Believes the personal experience is universal.	No attempt.
Context What are the social constructs under which I operate? How and why did I/we get here?	Open to new things. Rapid adaptation, cognitive frame shifting, and behavioral <u>code shifting</u> , in an authentic and culturally appropriate way to new contexts.	Awareness of how context constructs, shapes, codifies identities. Interest in the social history behind a practice, belief, value, and/or concept.	Minimizes the importance of <u>context in familiar environments</u> , but has relatively heightened awareness of it in unfamiliar environments.	Resistant to insights, experiences, and other interpersonal engagements that might change their conceptions of social, cultural, linguistic, and other contexts.	No attempt.
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Systems, Institutions, Resources Can you <u>see</u> intentionality of	Power and power structures are visible and built with intentionality to maintain power differentials. Calls attention to subsurface social	Power and power structures are visible; calls attention to surface social structures and practices, particularly as these circumstances place	Power and power structures are visible, but remain unquestioned.	Power and power structures are invisible.	No attempt.
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3:13 PM Today

Are these asking the same question?

Craig Pepin
3:30 PM Today

Yes - we've tried to consolidate them better elsewhere. Check out the holistic description and guiding questions: https://docs.google.com/document/d/135HbfDQ8eA55_0I07kqawVAE3KFkOKXfgKVMYsXdZx0/edit?usp=sharing Do you think those are better?



3:36 PM Today

I'll take a peek. Thanks, Craig.



Apr 4, 2021

I feel like this should be first, because it is within the systems that identities are constructed and assigned. Then we choose to accept or reject these identities, and from here we can begin to understand the 'other'. I might also add, in addition to the intentionality, but the understanding that these systems and structures exist and their role, including the role power plays



3:08 PM Today

I assume this list is not exhaustive.

Craig Pepin
3:28 PM Today

Yes - what would be the best way to communicate that?



Mar 31, 2021

I assume this list is not exhaustive? Perhaps language should reflect this. There are many other dimensions of diversity :)



3:38 PM Today

Kylie, we're on the same page!



4:07 PM Today

I wonder if recognizing the "self" in others (as in the agency

Multiple modes and uses

More “approachable”
versions

Self-assessment

Not just students!

Diversity, Equity, and Inclusion

The ability to evaluate intersections, influences, and social contexts from a position of shared humanity and openness toward difference, in order to integrate one’s values and belief systems into action.

Holistic Description

Our various identities and concepts of self are shaped by social constructs and social inequalities. *Attending* to Diversity, Equity and Inclusion requires understanding where social constructs come from, how they shape us, and how we shape them. It also means analyzing how systems and institutions exercise power in ways that often lead to inequities. *Interacting* with Diversity, Equity and Inclusion involves a process of moving from distrust and distance, through curiosity and wanting to learn, to synthesizing views and other ways of knowing and being without judgment. *Acting* on Diversity, Equity and Inclusion requires examining our values and beliefs and engaging with the world in ways that are consistent with those values and beliefs.

Guiding Questions

- What are my identities? What values and beliefs come from my identities?
- What social constructs influence my identities and my concept of self?
- How do I navigate and/or resist the social constructs that have been assigned to me by others?
- Where can I find new opportunities to learn from others without judging them?
- How do institutions and systems exert power to create or perpetuate inequities?
- How do my actions embody my values and beliefs?



02

Implementation

Curriculum Mapping

course	<u>Inquiry</u>	<u>Analytical Thinking</u>	<u>Integrative Thinking</u>	<u>Creative Thinking</u>	<u>Diversity, Equity and Inclusion</u>	<u>Global and Cultural Understanding</u>	<u>Collaboration</u>	<u>Communication</u>	<u>Technology Literacy</u>	<u>Information Literacy</u>	<u>Quantitative Literacy</u>	<u>Scientific Literacy</u>
101	2	3	2	0	3	1	1	1	0	1	0	0
102	3	3	2	0	2	1	0	3	0	2	0	0
103	1	1	1	0	2	0	2	3	0	3	0	0
104	1	1	3	2	1	0	3	2	0	1	0	0
201	3	3	2	1	2	1	0	0	1	2	1	3
202	3	2	3	1	1	1	3	1	0	2	0	0
203	2	3	2	1	3	3	0	3	0	2	0	0
204	3	3	2	0	3	3	0	1	0	1	0	0
301												
302												
3= Students practice the Competency frequently, and are given frequent and ongoing feedback. It is a significant component of assessment, and the instructor directly teaches to it.												
2= Students practice the Competency in course activities or assignments, are given feedback on their practice, and it is a clearly articulated component of course assessment.												
1 = Competency is present in the course in some way, and students might use it in course activities or might be assessed on it.												
3 and 2 must appear in the Learning outcomes in some way. 1 may or may not appear in the learning outcomes.												



Professional Development

Self training and
assessment

Workshops

Examples of pedagogical
implementation

Degree Design Lab

Welcome to the Champlain College Diversity, Equity, and
Inclusion Faculty Training



Three Things You Can Do Right Now

Diversity, Equity, and Inclusion at Champlain

A Note on Using this Course

START HERE	PART 1 FOUNDATIONS	PART 2 UNDERSTANDING RACE AND GENDER	PART 3 ACTING FOR CHANGE
Acknowledgments			



03

Caveats and Complexities

“Competency” not an end state – DEI is a process of lifelong learning

Emphasis on openness, curiosity and tolerance
complements higher education values of viewpoint
diversity and knowledge creation

Resist temptation to set “targets”



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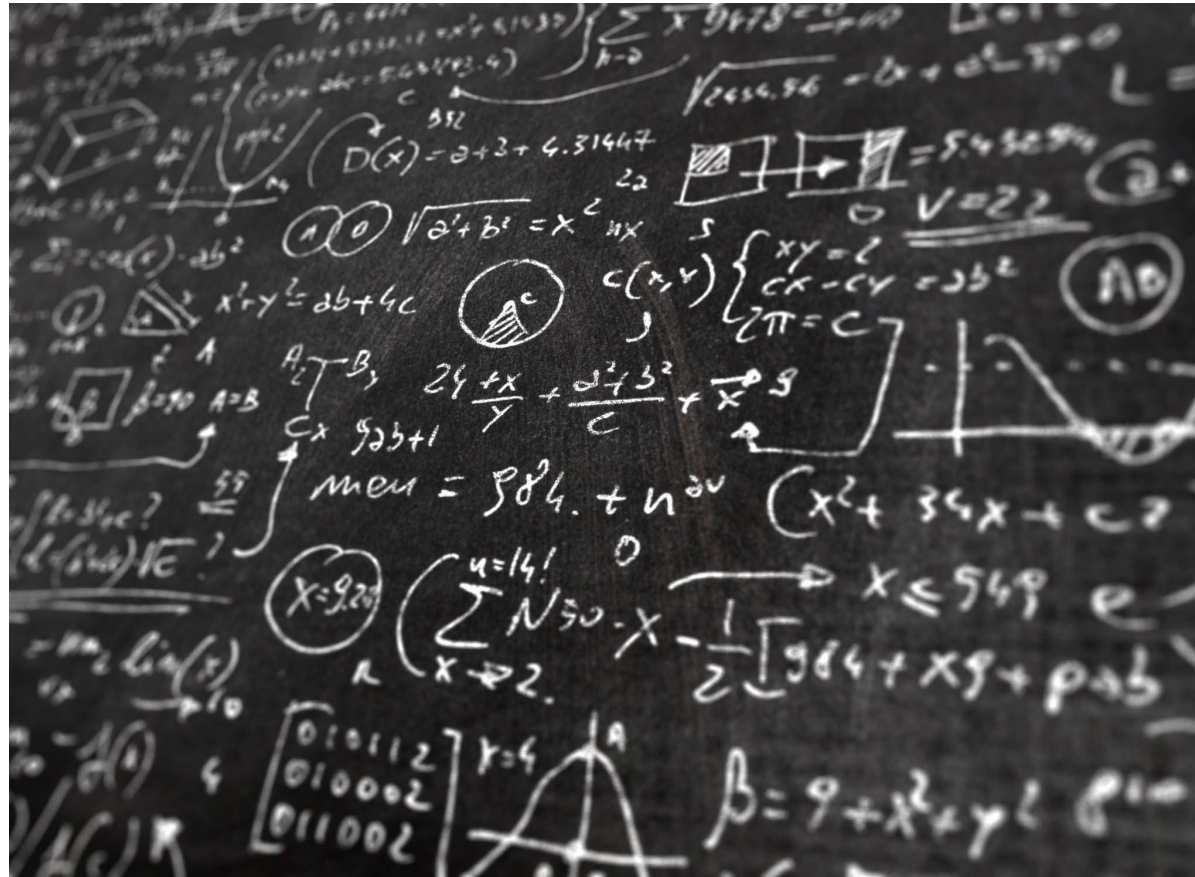
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Where to Begin?

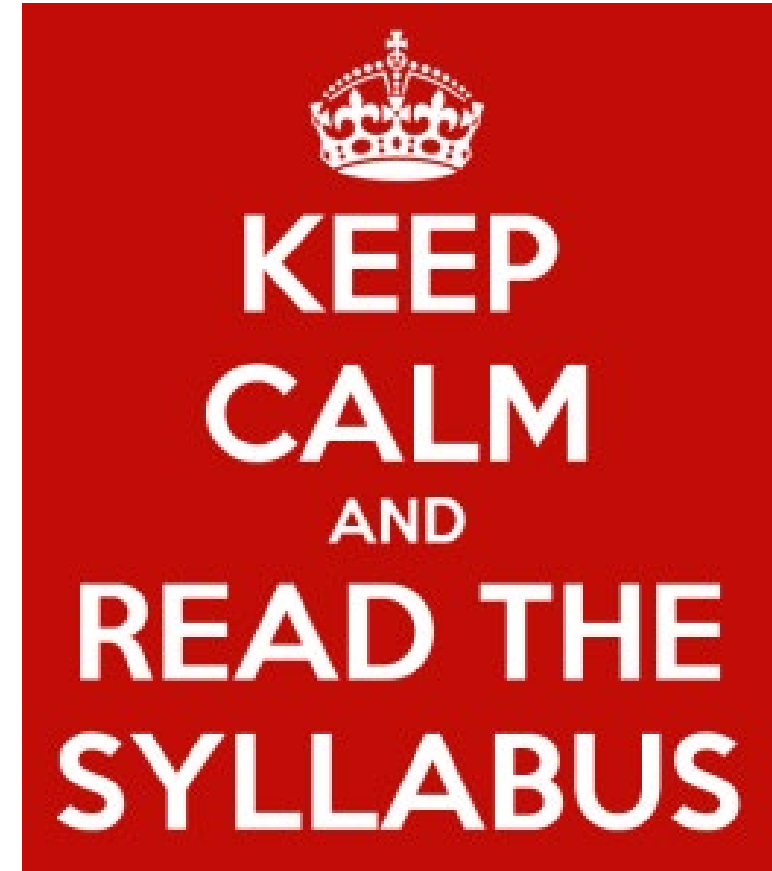
Stop Admiring the Problem



Faculty Actions

BCC Grading System		
Letter Grade	Numerical Equivalent	Grade (GPA)
A	93-100	4.000
A-	90-92	3.670
B+	87-89	3.330
B	83-86	3.000
B-	80-82	2.670
C+	77-79	2.330
C	73-76*	2.000
C-	70-72	1.670
D+	67-69	1.330
D	63-66	1.000
D-	60-62	0.670
F	0-59	0.000

Grading Scale



Syllabus

References

Montenegro, E., & Jankowski, N. A. (January, 2017). Equity and assessment: Moving towards culturally responsive assessment. NILOA

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Q & A

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