Example Plans for Equity & Inclusion Related Assessment

You want to ensure your **curriculum reflects the diversity of the field, for example**. Conduct a review of course syllabi, especially readings and objectives, to take stock of where you are and identify goals for improvement.

Specific Goal	Sequence and Timeline	Monitoring	Responsibility
Identify where in your curriculum students already engage with non-dominant perspectives, especially from BIPOC writers, scholars, and practitioners. Sample goal: We are working toward 100% of course syllabi featuring BIPOC writers, scholars, and practitioners	Collect syllabi. Review materials and identify existing strengths and areas for improvement. Identify barriers and supports for change.	Create occasions for instructors who are making a shift in course connect to connect as a community of practice. Deploy an anonymous survey about how many have made changes and what additional supports they need.	Director of Undergraduate Studies in partnership with department's DEI committee.

Your unit wants to adopt **a new program objective related to the skills of equity and inclusion as essential to the discipline.**

Specific Goal	Sequence and Timeline	Monitoring	Responsibility
Develop and embed a student learning objective about practicing and enacting cultural humility and developing capacity for critical self-reflection; engaging in evidence-based dialogue about emotional and socially urgent topics; learning fundamentals of U.S. racial history as it relates to present issues in the field; etc.	Host a department discussion about what student competencies related to social justice, equity, and/or inclusion are most important for your students. Collect examples of learning objectives (e.g. UO DIA objectives, NACE equity and inclusion competencies, UO's working definition of cultural humility). Write our own student learning objective that reflects our departments values and skills students need. Map the objective to specific courses in the curriculum and where students will practice and develop this outcome.	Determine how we would know if we were successful in meeting this objective. What will students do to demonstrate their learning in this area and how will you monitor their achievement? When will you assess student learning in this area?	The UG curriculum committee meets monthly and will be responsible for the implementation of this plan, mapping of the learning outcome to specific courses, and working with instructors to embed those objectives in courses.

Your unit wants to **better define and develop their efficacy in implementing inclusive teaching practices.** Engage faculty in talking about what inclusive teaching means in their context. Create a plan to further develop inclusive teaching practices in the department. This work could also inform unit-level modifications to departmental teaching evaluation criteria.

Specific Goal	Sequence and Timeline	Monitoring	Responsibility
Develop a better understanding of inclusive teaching practices in our department. Create opportunities to discuss and improve how we implement inclusive pedagogies.	Participate in an inclusive teaching practices inventory exercise with the Teaching Engagement Program. Discuss as a department both current and aspirational practices. Build our current and aspirational practices in to our peer review and teaching evaluation criteria documents.	Re-take the inventory and see if practices have changed.	Our associate head will coordinate with TEP on the inventory and lead the process of revision of our peer review and teaching evaluation documents. Our head will ensure we have three hours total across three check-ins to discuss this work as a department across this academic year.

The **cost of textbooks** and course materials is too high for many students. Your unit wants to identify the exact cost for students in your major and cut the cost by 50%.

Specific Goal	Sequence and Timeline	Monitoring	Responsibility
Reduce student cost barriers by 50% in our department related to textbooks and course materials by the end of AY 22-23.	Gather course records and syllabi to determine the cost of every course for students in your program. (Winter term – by week 5) Identify courses with the most expensive course materials. (End of Winter Term). Consult with a small group of senior-level students to confirm the list and identify other unforeseen costs. (End of winter term) Meet with those instructors to identify alternatives that are lower-cost of free materials for their courses. Work with Rayne Vieger, UO's open access librarian to identify resources and strategies for reducing costs. (Beginning of Spring)	Determine the original total cost of textbooks and other materials for students in our major. Track which course materials are changed and how much money would be saved by a student going through the program.	The UG curriculum committee meets monthly and will be responsible for the implementation of this plan. They will update the rest of the department at the end of Winter term after identifying the most costly materials and again in at the end of spring term to discuss progress made and the amount student costs have been reduced.