

# Closing the Loop Highlights

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Highlights of actions taken as a result of assessment of Diversity and Social Justice student learning and experience.

**Kevin Gin**

Institutional  
Effectiveness &  
Research

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College  
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Science

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Faculty  
Development

**Nick Baham**

Ethnic Studies

*Academic Senate, March 21st 2023*



# Institutional Effectiveness & Research

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- ❖ Diversity & Social Justice customized dashboards co-designed with faculty to analyze demographic indicators important to campus
- ❖ Student Affairs utilizing a new assessment report template inventory activities that correspond to learning outcomes related to diversity, equity, and inclusion



## Inclusive Syllabus

**INCLUSIVE SYLLABUS**  
TIPS TO MAKE YOUR SYLLABUS INCLUSIVE

**CONVEY YOUR WELCOME**

- Your syllabus is the first opportunity for students to see "you."
- Use positive and inclusive language.
- Utilize your sense of humor.
- Show compassion and empathy.
- Promote multiculturalism.

**AVOID DISEMPOWERING LANGUAGE & POLICIES**

- Emphasize how students can achieve their potential through intentional effort.
- Focus on the learning process, not the final grade.
- Define mistakes as learning opportunities, not failure.

**BE TRANSPARENT**

- Be accessible to students by indicating when, where and how students can reach you, including the expected timing of your responses.
- Include the learning purpose and goals for each course section as well as assignments and exams, if possible.
- Explain how you support students to achieve the learning goals.

**REFERENCES**

- Carrington, E. A., et al. (2022). Professors Who Signal a Fixed Mindset About Ability Undermine Women's Performance in STEM. *Soc Psychol Personal Sci*, 13(5), 807-817.
- Carrington, E. A., et al. (2018). STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes. *Science advances*, 5(2).
- Morris, G., & Brauer, M. (2021). Inclusive Teaching Practices in Post-Secondary Education: What Instructors Can Do to Reduce the Achievement Gaps at US Colleges. *JTLHE*, Vol. 34, # 1, 170-182.
- Toosi, N. (2022, July 13) *Five Steps to an Equitable Syllabus* [Google Slide Presentation], Department of Psychology, California State University, East Bay.

## Faculty Discussions

1. How have social injustices been perpetuated in your discipline?
2. In what ways do you envision your discipline advancing social justice?
3. What characteristics come to mind when thinking of a socially just learning environment?



# Office of Faculty Development

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- ❖ Metacognition Self-Reflection Module to be developed by and for Faculty as a result of CLASS discussions
  
- ❖ Faculty Fellow, [Nick Baham](#): Integrating Justice, Equity, Diversity, and Inclusion into course assignments
  - All colleges participated
  - Excellent faculty feedback about value of experience and changes made to course



# JEDI Faculty Fellow Mentoring

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- ❖ The exploration of faculty identities and positionality to better connect to and support student learning and experiences
- ❖ The value of working one-on-one with faculty

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