*Diversity, Equity, and Inclusion Essential Competency (DEI EC)*

Recommendations for Implementation

Submitted to TCU Faculty Senate on

27 November 2019

**Administrative Matters:**

**Recommendation 1: Students must complete the DEI EC on campus at TCU in courses taught by appropriately-trained faculty.**

Instructors teaching DEI EC-vetted courses will be required to complete a professional development workshop focused on pedagogy (see below). Since we cannot guarantee similar training at other institutions, we recommend that students be required to fulfill their DEI EC on campus at TCU under the instruction of appropriately-trained faculty.

**Recommendation 2: Any course vetted for the DEI EC must be limited in size to 19 students or fewer.**

The DEI EC is a competency—a skillset that requires cultivation and practice. This will require that the instructor provide frequent, detailed feedback which would not be possible in a larger class setting. Further, it is important to recognize the emotional labor that this type of course entails for faculty, guiding the class through complicated issues that cut to the core of students’ identities and their relationship to power. This can only be accomplished in an environment of mutual respect and trust, necessitating relationship-building between students and faculty which is only possible in a small classroom.

**Recommendation 3: The DEI EC may overlay with any other course already approved for a TCU Core Curriculum designation, including courses that already have Essential Competency designation.**

Students should have the opportunity to fulfill the DEI EC without necessarily adding an additional course to their degree plan.

**Vetting Courses**

**Recommendation 1: Create a DEI EC Committee to vet courses.**

The Diversity, Equity, and Inclusion Essential Competency Committee should be a Faculty Senate Committee that will vet courses for the Diversity, Equity, and Inclusion Essential Competency (DEI EC). This committee will vet courses for the DEI EC using as criteria the outcomes and action steps. This committee will also be responsible for working with the Director of the TCU Core Curriculum, and for maintaining a record of faculty who have successfully completed the training necessary to teach the DEI EC.

See the DEI EC Committee Charter document for more detail.

**Recommendation 2: The DEI EC should have an Assessment subcommittee responsible for the assessment process.**

The DEI EC Assessment Subcommittee will conduct an annual course assessment process that will include communicating the results of, and recommendations from, the assessment to faculty, especially those who taught the DEI EC courses reviewed in the assessment process.

The assessment process will also include a larger periodic assessment of the DEI EC learning goals and institutional goals. The DEI EC Assessment Subcommittee will work with the Director of Institutional Effectiveness and Institutional Accreditation to conduct this component of the

assessment, and will share outcomes of these assessment tools with faculty, widely, and especially with faculty who taught DEI EC course in that academic year.

 Because the of the nature of the addressing DEI in a classroom setting, it is important to have a dedicated group of faculty responsible for the assessment of the DEI EC. See the DEI EC Committee Charter document for more detail.

**Assessing the DEI EC**

**Recommendation 1: Assessing DEI EC Courses.**

Using the information faculty submitted when vetting courses for the DEI Essential Competency, the DEI EC Assessment the DEI EC Assessment Subcommittee will collect a representative sample of DEI EC courses taught across colleges and schools in each academic year. In addition, the DEI EC Assessment Subcommittee will utilize a random sampling method to assess courses within a particular college or school to ensure that courses are not overrepresented or underrepresented from any single academic department or unit on campus. The DEI EC Assessment Subcommittee will request artifacts of student learning indicated on the vetting forms, and review those artifacts to determine how well students met the DEI EC competency. The Assessment Subcommittee should work with the Director of Institutional Effectiveness and Institutional Accreditation to develop an appropriate assessment strategy and assessment tools that align with the competency statement for the DEI EC.

The DEI EC Assessment Subcommittee will share outcomes of the assessment with faculty, widely, and especially with faculty who taught DEI EC course in that academic year.

 Because of the nature of addressing DEI in a classroom setting, it is important to have a more frequent and robust assessment plan and cycle to help ensure that we are achieving our stated goals. See the DEI EC Committee Charter document for more detail.

**Recommendation 2: Assessment of learning goals/institutional goals.**

On a periodic basis, the DEI Essential Competency Committee and Assessment Subcommittee will conduct a larger assessment. Working with the Director of Institutional Effectiveness and Institutional Accreditation, the DEI EC Committee and Assessment Subcommittee will create a brief survey aligned with concepts in the Intercultural Competence work, designed to capture data relevant

to DEI efforts in the DEI EC. Faculty teaching the DEI EC and students enrolled in those courses will complete the survey.

 The DEI Essential Competency Committee and Assessment Subcommittee will also develop a checklist/brief report form to be requested of a college/school-level representative selection of randomly sampled DEI EC courses taught that academic year. The checklist/brief report would ask the instructor to collect and report information relating to relevant learning goals and DEI outcomes, and artifacts of student learning.

 The DEI EC Vetting Committee and Assessment Subcommittee, working with the Director of Institutional Effectiveness and Institutional Accreditation, will determine how frequently to conduct the survey described above, and the DEI EC Assessment Subcommittee will share outcomes of these

assessment tools with faculty, widely, and especially with faculty who taught DEI EC course in that academic year.

 Because the of the nature of the importance of the work of DEI to the TCU campus, it is important to have a more frequent and robust assessment plan and cycle that includes an evaluation of the contributions the DEI EC makes to larger institutional goals. See the Assessment Process in the DEI EC Vetting Committee Charter for more detail.

**Professional Development/Pedagogical Training for Faculty**

**Recommendation:**

All instructors teaching DEI Essential Competency overlay courses must complete a professional development workshop focused on pedagogy at least once every five years. The DEI Essential Competency Committee, working with the Director of the Core Curriculum, will maintain records of faculty who have completed the required training. Faculty new to TCU should not teach DEI EC overlay courses during their first year on campus. The purpose is to avoid overloading new faculty in their first year, especially faculty from historically underrepresented groups, and to give new faculty time to acclimate to TCU.

Dr. Claire Sanders is working to create the professional development workshop focused on pedagogy.