

A young man with short dark hair and a goatee, wearing a red t-shirt, is sitting at a desk. He is looking intently at a laptop screen. The background is a bright, out-of-focus window. The image is partially obscured by a white circular graphic on the right side of the slide.

STRUCTURE YOUR DEPARTMENT FOR EQUITABLE OUTCOMES

Dr. Jessica Rowland Williams
and Dr. Jeremiah Sims

ASU REMOTE 2022
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WHO ARE WE

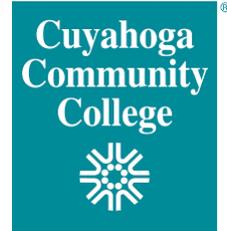
Every Learner Everywhere (ELE) is a network of 12 partner organizations that advocates for equitable outcomes in U.S. higher education through advances in digital learning and innovative teaching practices.

Expertise

Our technical assistance partners have expertise in evaluating, implementing, scaling, and measuring the efficacy of digital learning technologies, curriculum and course design strategies, teaching practices, and support services that personalize instruction for students in blended and online learning environments.



HOW WE BEGAN



3



OUR WORK TODAY



600+
institutions



all 50 US states
+ 1 territory (Guam)



14
countries

To date, Every Learner Everywhere has supported over 600 institutions in the redesign of courses resulting in more accessible, adaptive, and equitable environments for students.

While our initial work concentrated on scaling active and adaptive learning, with the advent of the COVID-19 crisis Every Learner Everywhere expanded its focus to digital and online learning more broadly.



Translating the network's *why* into *how*

- Designing and delivering services,
- Developing resources, and
- Sharing expertise and insights across organizations.



GETTING STARTED WITH EQUITY

in Academic Departments

An overview of effective, actionable, and equity-minded teaching strategies that can be implemented in academic departments, centered around four main themes: representation in the curriculum, course design, classroom climate, and assessments.



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Equity is not an end goal, but rather the first critical step in the long road toward social justice.



THE DEPARTMENTAL EQUITY AUDIT



1. Understand the nature and scope of potential equity issues

- ✓ Student Learning Outcomes
- ✓ Identify gateway courses among the departmental offerings
- ✓ Gather quantitative course-, department-, and institution-level data

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3. Act on the data by developing a departmental plan for equity

- ✓ Establish a task force of faculty and students to develop an equity plan
- ✓ Set equity goals and define how you will measure progress
- ✓ Adopt strategies for teaching for inclusion that address your department's most pressing equity concerns
- ✓ Provide ongoing training and support for faculty

The IMPACT Framework



everylearner
everywhere

if intentional futures

- ▶ This resource will help committed educators develop an anti-racist analytical framework, based on an anti-racist growth mindset – the belief that all people, including educators, have the potential for constant evolution and development of a more thorough understanding and practice of anti-racist behaviors. The exercises and processes outlined here will help you and your team decide how and where to begin in making your academic department a more equitable place for minoritized, first-generation, and poverty-affected students.



Innovative

It moves us away from oppressive practices.

How does it work to disrupt structural inequity?

Mindful

It accounts for the whole intersectional student experience.

Who is being privileged and who is being penalized?

Purposeful

It intentionally challenges our national, Eurocentric status quo.

How is it meeting the need it was created for while positively impacting minoritized groups?

Actionable

It calls out and challenges deeply-entrenched anti-Blackness and other forms of racism.

Is it well resourced, communicated clearly, and does it have measurable results?

Caring

It is predicated on holistic care and concern for students' real lives in and outside of school.

How will minoritized students see that you care for their success?

Transformative

It radically reimagines education and student support.

How is it working toward a more equitable campus climate?



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← everylearnereverywhere.org
everylearner@wiche.edu →

@EveryLearnerNet
@DrJessWilliams



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