

## ***Planned Strategies and Interventions***

### Curricular Review/Modification Background

There are approximately 90 sections of classes taught each semester in the School of Exercise & Nutritional Sciences (ENS), with smaller lab classes consisting of about 13-18 students and larger classes of 150 – 300 students. General Education online courses of 800 students are also offered through the School. ENS programs lead to degrees in one of 5 majors (athletic training, kinesiology-generalist, kinesiology-fitness specialist, pre-physical therapy, and foods & nutrition).

The following outlines goals, objectives, and proposed intervention strategies for curricular review / modification to ensure programs offered in the School meaningfully address Social Justice, Anti-racism, and Cultural Diversity in the classroom and in practicum/clinical experiences. Many courses and student experiences currently address these factors and several of our accrediting agencies include these in student competencies needed for accreditation (e.g., Athletic Training, Physical Therapy, Foods & Nutrition). Improvement and enhancement of student learning to allow for a deep understanding of these factors is integral to cultivating students prepared to put their education into action to support Social Justice, Anti-racism, and Cultural Diversity, and to contribute meaningfully to their local and global communities. To do this, we work to create a curriculum and learning environment in which all individuals, regardless of identity or background, have the opportunity to thrive and reach their full potential.

**Goal: Ensure ENS programs include Social Justice, Anti-racism, and Cultural Diversity as explicit components of our students' learning outcomes.**

**Objective 1: Foster ENS members' understanding of Social Justice, Anti-racism, and Cultural Diversity and their effects on students' and the ENS community members' experiences, through participation in University or other Equity-Minded seminars.**

**Intervention 1: Encourage implicit bias training for all ENS members.** Information on available implicit bias training will be distributed to all staff, lecturers, graduate teaching assistants, undergraduate and graduate advisors, tenure-track and tenured faculty. Participation in one of the University's Equity-Minded Implicit Bias seminars or other DEI related topic once a year will be encouraged.

**Resources needed:** DEI workshops are funded by the Chief Diversity Officer and Center for Teaching and Learning. ENS members will need to invest one-three hours to complete the training.

**Responsibility:** The Director of the School will create an anonymous survey to assess how many faculty members have attended DEI trainings held by the Center of Inclusive Excellence, Center for Teaching and Learning, ITS, etc. The committee and Director will encourage all members of the School to participate in the training and provide a list of training resources available to faculty and staff. The Committee will monitor survey results for summarization and reporting purposes.

**Assessment:** Once per academic year, all ENS members will be sent an anonymous survey assessing participation in Social Justice, Anti-racism, and Cultural Diversity-related trainings. The committee will submit an annual report to the ENS faculty and the Dean's office detailing implementation of this intervention. Success of the intervention will be based on 80% participation.

**Alignment:** This intervention is directly aligned with the CHHS Diversity & Inclusion Plan and supports the University's Strategic Plan for ensuring an equitable and inclusive environment for all members of the University community, in the plan priority "Equity and Inclusion in Everything we Do."

**Objective 2: Include Social Justice, Anti-racism, and Cultural Diversity as goals for Student Learning Outcomes at the School and Program levels.**

**Intervention 2: Update School policy file to include Social Justice, Anti-racism, and Cultural Diversity as explicit Student Learning Outcomes at the School level and across all programs within the School.**

**Resources needed:** This will require policy file review, and appropriate modification of overall School Student Learning Outcomes, and program-specific student learning outcomes as needed, to ensure inclusion of Social Justice, Anti-racism, and Cultural Diversity.

**Responsibility:** The Committee is responsible for introducing the policy file update to faculty in a faculty meeting, and ensuring the policy file update occurs. The Committee will review School learning goals and outcomes and modify or add them as appropriate to ensure an explicit emphasis on DEI principles. Program faculty members are responsible for meeting to review and update their respective program student learning outcomes and providing that information to the Committee for updating in the School policy file.

**Assessment:** The revised ENS student learning outcomes will be forwarded to the University D & I Council for approval, and the Director or Associate Director will update the ENS policy file found on the CHHS Intranet site.

**Alignment:** This intervention aligns with the CHHS Diversity statement and plan as well as the University's Strategic Plan's priority, "Equity and Inclusion in Everything we Do."

**Objective 2a: Identify points of strength and areas for improvement in each program offered in the School of ENS with regard to inclusion of Social Justice, Anti-racism, and Cultural Diversity.**

**Intervention 3: Evaluate each program's curriculum to identify in which courses and/or student experiences themes of Social Justice, Anti-racism, and Cultural Diversity are addressed, and identify the specific student activities and experiences that are used to promote DEI Student Learning Outcomes by developing curricular matrices.**

**Resources needed:** Program curricular review will be conducted by those teaching in their respective programs. The Director will provide resources to support each programs' meetings. Discussions among respective program faculty of specific student activities in the appropriate courses to address these themes will help programs formulate their best practices in this area.

**Responsibility:** Each program will manage its own curricular review. Instructors of record will evaluate their own syllabus(i) to identify if / where the course(s) cover Social Justice, Anti-racism, and Cultural Diversity, and the specific student activity(ies) and assessment within the course. It is up to the program faculty members to determine in what course(s)/experience(s) and how and at what point in the curriculum these themes are best included.

The program's faculty will submit the results of their review and recommended modifications. Based on these discussions, course modifications will be made as needed.

**Assessment:** The Committee will review curricular matrices/information provided by the respective programs to ensure that all DEI program objectives are covered in the indicated coursework.

**Alignment:** This intervention aligns with the CHHS Diversity statement and plan as well as the University's Strategic Plan's priority, "Equity and Inclusion in Everything we Do."

**Intervention 4: Modify program curriculum based on program curricular evaluation to ensure Social Justice, Anti-racism, and Cultural Diversity are explicit components of student learning.**

**Resources needed:** Time and staff support are needed for processing of proposed program modifications. The School Director is responsible for ensuring time is allocated at a designated faculty meeting for this process.

**Responsibility:** Program curricular modifications that involve new course additions or catalog course descriptions will be made by respective program members and will be submitted to School Curriculum Committee. The School Curriculum Committee will review course proposals and present to ENS full faculty for approval at a designated Faculty Meeting. The School Director or Associate Director is responsible for ensuring timely movement from School Curriculum Committee forward to College Curriculum Committee. College Curriculum Committee is responsible for movement forward to Senate for approval.

**Assessment:** The School Director or Associate Director will review syllabi to ensure proposed modifications (see Intervention #3) are included in syllabi effected. The Associate Director will review syllabi to ensure syllabi have linked Social Justice, Anti-racism, and Cultural Diversity course student learning outcomes (SLOs) appropriately to program SLOs and School SLOs (this is the standard procedure for syllabi review that currently occurs within the School). The College Curriculum committee will review proposed modifications for approval prior to sending forward to the Senate.

**Alignment:** This intervention aligns with the CHHS Diversity statement and plan as well as the University's Strategic Plan's priority, "Equity and Inclusion in Everything we Do."

**Intervention 5: Share curricular modifications with ENS community members highlighting best practices, creative, and innovative approaches through media and student celebration.**

**Resources needed:** Staff support to gather input for media distribution. Funds for our Student Diversity Committee for planning and implementing a yearly student celebratory get-together focused on their experiences in respective programs that highlighted Social Justice, Anti-racism, and Cultural Diversity. Exemplar activities will be highlighted on the ENS website. Time for website development will be allocated by the School Director to our Website administrator.

**Responsibilities:** The ENS website and ENS newsletter can be used to highlight exemplar program approaches/experiences/activities which address Social Justice, Anti-racism, and Cultural Diversity each semester. The School Director will assign this task to the appropriate staff.

**Assessment:** Our short-term goal is to incentivize ENS members to fully engage and embrace students' experiences of Social Justice, Anti-racism, and Cultural Diversity themes across the curriculum. A long-term goal includes attracting a diverse student body through highlighting the inclusive environment of the School. Long term assessment would therefore comprise an evaluation of student data related to metrics of student enrollment and success.

**Alignment:** This intervention aligns with the CHHS Diversity statement and plan as well as the University's Strategic Plan's priority, "Equity and Inclusion in Everything we Do."

**Recruitment and hiring plan**

| Interventions   | Resources  | Responsibility  | Assessment   |
|---|--|---|--|
| Implicit bias training for all search committee   | The online, self-paced workshop on Equity, Implicit Bias, and Microaggressions offered by the Center for Inclusive Excellence and the resources provided therein.  | The search committee chair will ensure that each search committee member has completed the workshop.  | Certificate documenting the completion of the workshop or a proof of submission of all assignments.  |
| Including a certified Inclusion Representative on all search committees                                 | Equity-Minded Hiring Seminar, Inclusion Representative Orientation   | The school director will ensure that each search committee has a certified Inclusion Representative and that the Inclusion Representative has completed all the required trainings  | Documentation of the completion of the required trainings  |
| Incorporate at least two of the BIE criteria  | The BIE website: <a href="https://sacd.sdsu.edu/cie/bie">https://sacd.sdsu.edu/cie/bie</a> , Equity-Minded Hiring Seminar, Inclusion Representative Orientation  | The search committee will explicitly list the BIE criteria and the stipulation that candidates must meet at least two of the eight BIE criteria in job advertisement and criteria documents. The committee will complete the BIE form to be reviewed by the BIE review committee. | The BIE review committee will evaluate each candidate to ensure they meet at least 2 of the BIE requirements.  |
| Strategies that will lead to a proportional applicant pool (of those who meet the basic qualifications) | The Equity-Minded Hiring website ( <a href="https://sacd.sdsu.edu/cie/recruiting-diverse-faculty">https://sacd.sdsu.edu/cie/recruiting-diverse-faculty</a> ) and resources therein, Equity-Minded Hiring Seminar | The search committee will create an equity-minded job announcement to attract diverse applicants. The search committee will utilize diverse recruitment   | The search committee will use the Faculty Hiring Pool Proportionality Worksheet to assess whether the applicant pool is at least as diverse as pool of |

|  |  |   |                                 |
|--|--|---|---------------------------------|
|  |  | resources to expand the recruitment pool. | doctorate holders in the field. |
|--|--|---|---------------------------------|