Memorandum

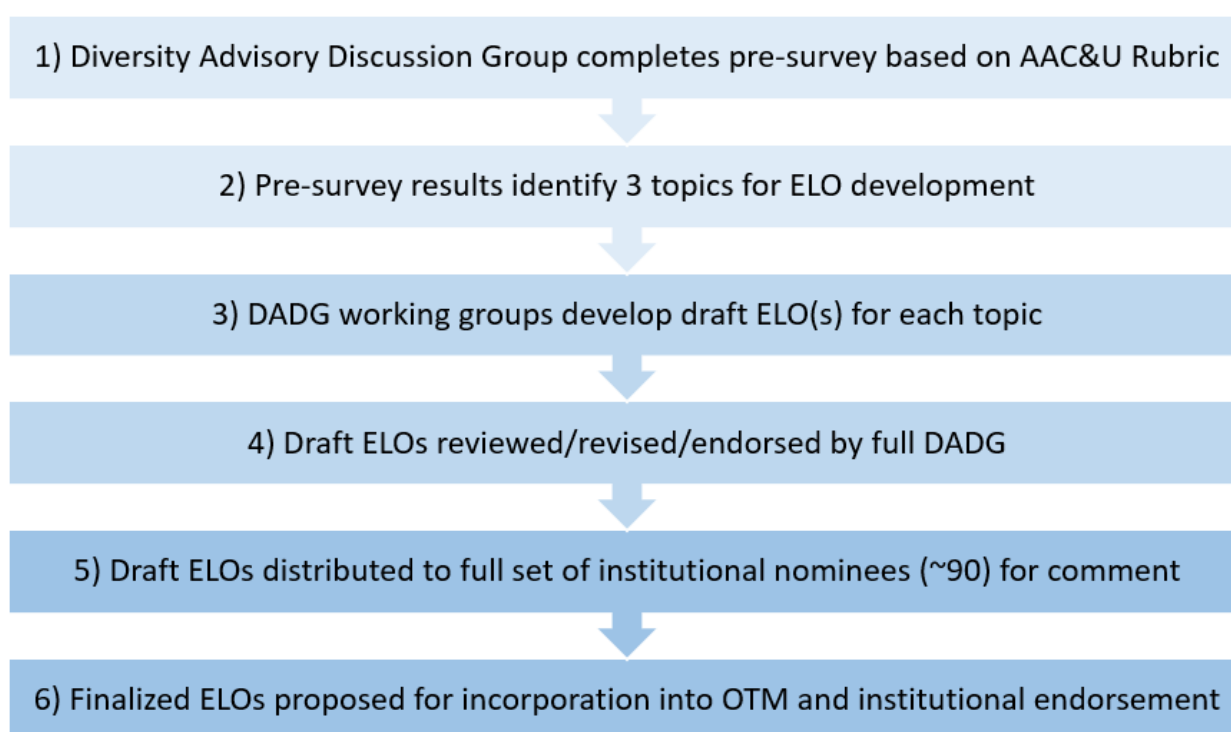|	
To:	**Provost and Chief Academic Officers**
From:	**Paula Compton, Vice Chancellor, Articulation and Transfer**
Date:	**October 19, 2020**
Subject:	**Diversity/Equity/Inclusion Essential Learning Outcomes**

Overview/Background:

For the past several years, the Ohio Articulation and Transfer Network (OATN) Oversight Board along with the Ohio Department of Higher Education (ODHE) have been conducting a review of the Ohio Transfer Module (OTM) and the OTM's relationship to General Education (GE) programs at Ohio's public institutions of higher education to promote flexibility and certainty for the student of Ohio. This review has involved the OTM faculty discipline panels (e.g., the Arts & Humanities panel; the Social & Behavioral Sciences panel), as well as an *ad hoc* committee of college and university faculty and administrators. One major outcome is a potential remodeling of the OTM. This proposed redesign will keep the current 24 fundamental course hours distributed among the established five categories with the remaining 12 "elective" course hours broken out into decided or undecided pathways. The OTM will remain at a minimum of 36 transferable semester hours. Your institutional response to that proposed redesign was solicited in a separate request on September 30, 2020. Another major outcome of this review has been to identify the subject area of diversity/equity/inclusion as a component of GE requirements at nearly all Ohio institutions, whereas diversity-related learning outcomes are not well-represented in the present OTM. In addition, an overwhelming majority of Ohio public colleges and universities nominated their diversity-related expected learning outcomes (ELOs) when asked which of their institution's GE ELOs should be considered for addition to the OTM.

As a result of this review, the institutions identified an opportunity to improve student development by modifying the OTM; specifically, by incorporating thoughtful and carefully crafted ELOs that address the

broadly defined topic of diversity/equity/inclusion within the 12 elective course hours proposed in the redesigned OTM.

To assist with this work, a Diversity Advisory Discussion Group (DADG) was formulated, from faculty nominated by their institutions as leaders in the area of diversity/equity, inclusion, to support the ELO development process, as outlined in the flow chart shown below:

1) Diversity Advisory Discussion Group completes pre-survey based on AAC&U Rubric

2) Pre-survey results identify 3 topics for ELO development

3) DADG working groups develop draft ELO(s) for each topic

4) Draft ELOs reviewed/revised/endorsed by full DADG

5) Draft ELOs distributed to full set of institutional nominees (~90) for comment

6) Finalized ELOs proposed for incorporation into OTM and institutional endorsement

In response to institutional desire, the goal of this effort was to identify essential topic areas and to write accompanying ELOs for a potential diversity/equity/inclusion component in the OTM. Because the OTM is intended to be all, or a subset, of the GE requirements at each institution, the addition of a diversity/equity/inclusion component to the OTM means that this component will be accepted as an OTM elective at all Ohio public institutions of higher education. An individual institution may choose to have diversity/equity/inclusion requirements beyond those proposed for the OTM – either as additional GE requirements or as a separate requirement for graduation.

Action Items to Complete/Review:

Up to this point, the proposed diversity/equity/inclusion essential learning outcomes have been reviewed by the Ohio Articulation and Transfer Network (OATN) Oversight Board and General Education Steering Committee with consensus to move forward with statewide endorsement.

We are now asking Ohio public institutions of higher education to provide feedback on the proposed diversity/equity/inclusion essential learning outcomes. A total of six (6) learning outcomes have been identified as essential by the DADG, faculty panels, and reviewers. As a reminder, a minimum of 70% of the student learning outcomes, including all essential outcomes marked with an asterisk (*), must be met if endorsed statewide.

1. **Diversity/Equity/Inclusion ELO's Endorsement Survey**

   o This survey will capture your institutional feedback on potential diversity/equity/inclusion essential learning outcomes. Please complete the survey here at your earliest convenience but no later than **November 9, 2020**. Anticipated completion time: 15-30 minutes.

Important Note: Since learning outcomes for this course(s) are housed in various discipline areas please see that the appropriate individuals on your campus receive this to coordinate one institutional survey response via the link provided above. The attached PDF file is for reference only. Do not use the PDF version to respond to the survey.

We thank you for your institutional participation and valuable feedback. Should you have any questions related to the survey please contact Paula Compton, Associate Vice Chancellor/ Executive Director at pcompton@highered.ohio.gov or Jessi Spencer Director of OATN Policy, Budget, and Constituent Relations, at jspencer@highered.ohio.gov. Should you have any questions related to the development of the diversity/equity/inclusion learning outcomes please contact Larry Krissek at krissek.1@osu.edu. Please copy Paula Compton or Jessi Spencer on any inquires directed to Larry Krissek.

Attachments (1)

1. Demographic Information

We appreciate your feedback, this survey should take on average 15-30 minutes to complete

Overview/Background:
For the past several years, the Ohio Articulation and Transfer Network (OATN) Oversight Board along with the Ohio Department of Higher Education (ODHE) have been conducting a review of the Ohio Transfer Module (OTM) and the OTM's relationship to General Education (GE) programs at Ohio's public institutions of higher education to promote flexibility and certainty for the student of Ohio. This review has involved the OTM faculty discipline panels (e.g., the Arts & Humanities panel; the Social & Behavioral Sciences panel), as well as an ad hoc committee of college and university faculty and administrators. One major outcome is a potential remodeling of the OTM. This proposed redesign will keep the current 24 fundamental course hours distributed among the established five categories with the remaining 12 "elective" course hours broken out into decided or undecided pathways. The OTM will remain at a minimum of 36 transferable semester hours. Your institutional response to that proposed redesign was solicited in a separate request on September 30, 2020. Another major outcome of this review has been to identify the subject area of diversity/equity/inclusion as a component of GE requirements at nearly all Ohio institutions, whereas diversity-related learning outcomes are not well-represented in the present OTM. In addition, an overwhelming majority of Ohio public colleges and universities nominated their diversity-related expected learning outcomes (ELOs) when asked which of their institution's GE ELOs should be considered for addition to the OTM.

As a result of this review, the institutions identified an opportunity to improve student development by modifying the OTM; specifically, by incorporating thoughtful and carefully crafted ELOs that address the broadly defined topic of diversity/equity/inclusion within the 12 elective course hours proposed in the redesigned OTM. To assist with this work, a Diversity Advisory Discussion Group (DADG) was formulated, from faculty nominated by their institutions as leaders in the area of diversity/equity, inclusion, to support the ELO development process. In response to institutional desire, the goal of this effort was to identify essential topic areas and to write accompanying ELOs for a potential diversity/equity/inclusion component in the OTM. Because the OTM is intended to be all, or a subset, of the GE requirements at each institution, the addition of a diversity/equity/inclusion component to the OTM means that this component will be accepted as an OTM elective at all Ohio public institutions of higher education. An individual institution may choose to have diversity/equity/inclusion requirements beyond those proposed for the OTM – either as additional GE requirements or as a separate requirement for graduation.

Action Items to Complete/Review:
Up to this point, the proposed diversity/equity/inclusion essential learning outcomes have been reviewed by the Ohio Articulation and Transfer Network (OATN) Oversight Board and General Education Steering Committee with consensus to move forward with statewide endorsement. We are now asking Ohio public institutions of higher education to provide feedback on the proposed diversity/equity/inclusion essential learning outcomes. A total of six (6) learning outcomes have been identified as essential by the DADG, faculty panels, and reviewers. As a reminder, a minimum of 70% of the student learning outcomes, including all essential outcomes marked with an asterisk (*), must be met if endorsed statewide.

This survey will capture your institutional feedback on potential diversity/equity/inclusion essential learning outcomes. Please complete the survey by **later than November 9, 2020**

* 1. Demographic Information about the Person Completing this Survey

Name	
Institution	
Department	
Title	
Email	
Phone	

* 2. Please Indicate the Type of Institution that you represent

◯ Two-Year Institution

◯ Four-Year Institution

2. Diversity/Equity/Inclusion Learning Outcomes

CULTURAL SELF-AWARENESS *(AAC&U Definitions)*

- **Definition: CULTURE**: All knowledge and values shared by a group.

- **Definition: CULTURAL RULES and BIASES**: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.

* 1. Do you agree with Learning Outcome #1?

	Yes- should be essential	Yes- should be non-essential	No
Students will be able to describe identity as multifaceted and constituting multiple categories of difference such as race, color, language, religion, national origin, gender, sexual orientation, age, socio-economic status, and intersectionality as operating by individual and group.	○	○	○

CULTURAL WORLDVIEW FRAMEWORK & EMPATHY *(AAC&U Definitions)*

- **Definition**: **CULTURE**: All knowledge and values shared by a group.

- **Definition**: **WORLDVIEW**: The cognitive and affective lens through which people construe their experiences and make sense of the world around them.

- **Definition**: **EMPATHY**: The imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position).

* 2. Do you agree with Learning Outcome #2?

	Yes- should be essential	Yes- should be non-essential	No
Students will be able to describe how cultures (including their own) are shaped by the intersections of a variety of factors such as race, gender, sexuality, class, disability, ethnicity, nationality, and/or other socially constructed categories of difference.	○	○	○

CULTURAL WORLDVIEW FRAMEWORK *(AAC&U Definitions)*

- **Definition**: **CULTURE**: All knowledge and values shared by a group.

- **Definition**: **WORLDVIEW**: The cognitive and affective lens through which people construe their experiences and make sense of the world around them.

* 3. Do you agree with Learning Outcome #3?

	Yes- should be essential	Yes- should be non-essential	No
Students will be able to recognize the complex elements of cultural biases on a global scale, by identifying historic, economic, political, and/or social factors such as ethnocentrism, colonialism, slavery, democracy, and imperialism.	○	○	○

CULTURAL WORLDVIEW FRAMEWORK *(AAC&U Definitions)*

- **Definition**: **CULTURE**: All knowledge and values shared by a group.

- **Definition**: **WORLDVIEW**: The cognitive and affective lens through which people construe their experiences and make sense of the world around them.

4. Do you agree with Learning Outcome #4?

	Yes- should be essential	Yes- should be non-essential	No
Students will be able to recognize how socio-cultural status and access to (or distribution of) resources are informed by cultural practices within historical, political, social, and economic systems.	○	○	○

EMPATHY *(AAC&U Definitions)*

- **Definition: EMPATHY**: The imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position).

5. Do you agree with Learning Outcome #5?

	Yes- should be essential	Yes- should be non-essential	No
Students will be able to articulate the meaning of empathy and its role in strengthening civic responsibilities and reducing the negative impacts of societal stereotypes.	◯	◯	◯

EMPATHY *(AAC&U Definitions)*

- **Definition: EMPATHY**: The imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position).

6. Do you agree with Learning Outcome #6?

	Yes- should be essential	Yes- should be non-essential	No
Students will be able to demonstrate empathy by successfully interpreting intercultural experiences from one's own and others' worldview.	◯	◯	◯

7. How could the diversity/equity/inclusion learning outcomes be incorporated into the OTM to fit within your institutions future or present General Education program? (select all that apply)

☐ Embedded within Arts & Humanities OTM Course

☐ Embedded within Social & Behavioral Sciences OTM Course

☐ Embedded within Arts & Humanities and Social & Behavioral Sciences OTM Courses

☐ Stand Alone Course

☐ All of the Above

☐ None of the Above

8. Please provide any additional comments here:

[ ]

3. Survey Completion

Thank you for completing this survey!