



MINNESOTA STATE
Board of Trustees

AGENDA ITEM SUMMARY

NAME: Joint Academic and Student Affairs and Diversity, Equity and Inclusion Committees **DATE:** June 20, 2023

TITLE: Network for Educational Development (NED) Talk: Equity Outcomes Realized

- Proposed New Policy or Amendment to Existing Policy Approvals Required by Policy Other Approvals
- Monitoring/Compliance Information

PRESENTERS

Kim Lynch, Senior System Director for Educational Development and Technology
Ed Minnema, Equity Coach
Melissa Williams, Instructional Designer
Cindy Aamlid, Professor of Sociology, Southwest Minnesota State University

PURPOSE

To introduce the work and outcomes of faculty learning communities specifically designed to create equity action across the system in specific disciplines and cross-disciplinary fields of study. One faculty action project from sociology will be featured as an example of a plan being implemented.

BACKGROUND INFORMATION

In 2020 a Government Emergency Education Relief (GEER) grant funded several faculty development opportunities for culturally responsive online teaching, including discipline-specific faculty learning communities (FLCs) offered through the Network for Educational Development (NED). Faculty participants explore evidence-based strategies for reducing student outcome disparities, then develop an Equity Action Plan to identify, plan, implement, and evaluate “just one thing” they can do to address those disparities. FLCs span 10 weeks and compensate faculty who complete an Equity Action Plan.

To date, the NED has offered 19 discipline-specific FLCs through Spring 2023, with 226 faculty from Minnesota State colleges and universities completing action plans, and 65% of the first two cohorts fully or largely implementing them. Participants created their equity plans in at least one of six dimensions, based on the [Hartnell College Equity Rubric for Teaching & Learning](#).

Participants self-evaluated their use of equitable teaching principles before and after FLC participation, based on the [UW-Green Bay Equity-Minded Worksheet for Instructors of Online Courses](#).

Eighty-nine percent of those who completed the evaluation agreed with the statement “the FLC prepared me to successfully implement my selected equity practice.” Participants identified the FLC as “a great deal” or “somewhat” increasing their ability to identify equitable/inequitable practices in their classroom (96.4%), address inequitable practices in their classroom (87.1%), and understand how structural inequities show up in existing campus practices and policies (86.6%).