Closing the Loop
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CITY COLLEGES of CHICAGO
Harold Washington
Education that Works

Assessment Committee

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Closing the loop refers to a wide variety of outcomes and actions that result from an institution's review and consideration of student learning outcomes assessment data.
Source: Mike Curb, California State Northridge, http://www.csun.edu/mike-curb-arts-media-communication/suggestions-closing-loop

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How to Get to the Website by Yevgeniya Lapik, Biology

It is easy to find the Assessment Committee on the Web. As the graphic above shows, you can find a link to the Assessment Committee from the horizontal HWC navigation menu that appears on all HWC pages in orange text. The fourth heading, Academics, expands to Tools, and then Achievement when you hover your mouse over it (as you can see in the graphic). The link to the Assessment Committee is the fourth link in the Achievement column. Another way to find the Assessment Committee is to use the shortcut URL: www.ccc.edu/hwcassessment

Even easier, just enter the word "assessment" (without the quotation marks) into the search box in the upper right of any HWC Web page and go to the very first link. It will be named: City Colleges of Chicago - Assessment at Harold Washington College.

A Word from the Chair by Carrie Nepstad, Applied Sciences

Assessment of student learning is often thought of as a process that is cyclical: write student learning outcomes, develop tools to assess those outcomes, collect and analyze data, make curricular decisions based on analysis and recommendations. It's that last step often referred to as "closing the loop" that can be difficult to do, and even more difficult to demonstrate that you do. Harold Washington College has successfully facilitated ongoing assessment for more than ten years. In that time, the first four steps of the cycle have become well established routines in our academic year at HWC. But, how do we close the loop? As a community, we have had access to evidence-based recommendations coming from the Assessment Committee every year. There are three questions that are important to think about. How have we made use of this information in our own teaching? Have we taken advantage of the information generated by the Assessment Committee? Is this something we discuss in our departments?

In the Departments

Three years ago HWC implemented a unit-level assessment process that provides departments with assessment liaisons who sit on the Assessment Committee but whose primary goal is to facilitate assessment processes from within departments by assessing student learning across multiple sections of a course, a certificate, or a full degree. That system is a primary example of how HWC has created a mechanism for assessment information to support curricular work within the departments. Check out the Assessment Times from last year for more detailed information and be sure to ask your department chair about this important work. Currently we are the only college in the system with this type of program.

Assessment as Part of the Planning and Teaching Process

During the spring 2015 semester, the Assessment Committee experimented with doing a semester-long focus on two specific assessments: Information Literacy and Oral Communication. Several faculty members volunteered to participate. The goal was for each instructor to include either information literacy or oral communication in their course planning, and then do another round of assessments at the end of the semester. The committee wondered how the experience would be different for faculty if they had the specific General Education SLOs in mind throughout the semester. There was a small group of volunteers, but the committee appreciated their efforts to participate and are considering future

(A Word from the Chair, continued**)**

projects that will support instructors working with General Education SLOs and committee recommendations as part of the planning process. The committee is interested in keeping assessment information within practical reach of more instructors to use as they see fit throughout the academic year.

Fall 2015

During the fall Faculty Development Week at HWC, CAST granted the Assessment Committee time and space to do a stand-alone session dedicated to closing the loop. Recent recommendations from the Assessment Committee were distributed to the group, and participants were shown a number of examples of how instructors have made use of those recommendations, such as creating an assignment based on Assessment Committee recommendations or using a rubric designed by the Assessment Committee as a grading tool. At the end of the presentation, participants were asked to discuss how they have made use of these recommendations in their own work and what kinds of plans they would make for the upcoming semester. Participants wrote down their comments, and the committee collected them and discussed them in the first meetings of the year. Each member of the Assessment Committee chose one or two participants to contact throughout the upcoming semester in "pen pal" fashion. The goal of this activity is to create a more intimate forum for one-on-one discussions among faculty about their own teaching and how assessment recommendations can play a part in the teaching and learning process as an ongoing topic of reflection. So far, the response to this has been positive, and the Assessment Committee will spend time this semester reflecting on how to continue the conversation.

Closing the Loop: Stories from the HWC Faculty

It can be difficult to imagine how assessment data can possibly serve individual faculty in their work. It seems distant. It doesn't seem to be about "me" and "my teaching". The reports generated by the Assessment Committee are respected, and the work the Assessment Committee has done is even award-winning! However, it might not feel like it is directly related to your work. The rest of this issue is dedicated to fellow faculty sharing personal stories about their own teaching and how assessment data or recommendations have influenced their work. These are real-life stories told by your colleagues. Be sure to check them out and think about how your own teaching may have been influenced by assessment data or how it could be supported by Assessment Committee recommendations.

A Rubric of One's Own by Erica McCormack, Humanities and Music

When I was in college, none of my professors graded with a rubric, at least not one that they shared with students. When I entered graduate school and began attending professional development sessions, I remember being very skeptical of proponents of rubrics. The way rubrics were presented made it seem like they were artificial constructions that were imposed on faculty and students and were intended to make sure all instructors had the same priorities for their assignments.

My first attempts at using rubrics were pretty generic and unsatisfying. I borrowed rubrics from other instructors or organizations. They were fine rubrics, but they didn't do a great job of matching my goals for the assignment and the student learning outcomes for the class. These initial attempts using rubrics were frustrating.

I joined the Assessment Committee because I felt there must be more to rubrics and assessment than I understood at that point. Being on the HWC Assessment Committee and becoming more familiar with how to construct and use rubrics that are specific to my assignments and SLOs have allowed me to see that rubrics can in fact be really useful.

I experienced a bit of an epiphany when I was working with my colleague, Prof. Mick Laymon (Humanities and Music), on developing an assessment for Music Theory courses as part of the Unit-Level work being done in our department. We initially used a generic rubric with number values to assess student performance on a Music Theory test.

We had been looking forward to finding out about the data that was generated by the assessment, so it was a letdown to review the data and not find much that was meaningful. We took a step back and realized that the reason we were not finding answers to our questions in the data was that our rubric was not descriptive. We rewrote the rubric to be descriptive, and it resulted in interesting data about what and how our students were learning.

That experience inspired me to completely overhaul the rubrics for the essays I assign in my courses. I was able to turn a more critical eye toward the alignment of my assignments and their respective outcomes. The rubrics are still works in progress, as they will probably remain for the duration of my career, but they now generate data that is specific, relevant and meaningful to me. It is hard work to articulate what we want our students to learn and what it will look like for a student to fully demonstrate that learning, come close to demonstrating that learning, or not demonstrate that learning whatsoever. But descriptive rubrics that result from such work provide extremely valuable information to us about student learning, whether that's within the individual class or at the program level.

Supporting What We Know by Jen Asimow, Child Development

One of the aspects of assessment I have found really useful is that, more often than not, our assessment statistics and conclusions support what we see in the classroom. It gives credence to our anecdotes and provides real ideas of how to better support students. This was the case for me when we assessed the General Education goal of written communication. I know many of my students struggle with written Standard English and I struggle with how to support their writing skills while also ensuring that my discipline-specific content is covered.

The data from the Assessment of Written Communication revealed that students who were assigned more writing tasks performed better in writing. It also revealed that specific and abundant feedback on those writing tasks was necessary to make improvements. Using this data as a framework for my own teaching, I increased the writing assignments in my courses, but I narrowed the scope of the assignments. Rather than assigning three disparate papers (i.e., research paper, letter, and personal reaction), I assigned the same kind of paper three times with increasing point values. On the first assignment, I give as much feedback as possible about the writing itself, with very detailed and pointed ideas about how to improve the writing for the second paper. I do the same for the second so that students can continually improve on the third.

I think this model is not uncommon in writing courses, but it is unusual in other types of courses. I used to try to come up with very creative ideas for writing assignments and I now realize that I did this to serve my own interests, to combat the effects of repetitive reading. That model stimulated me but did not serve my students since they not only needed to learn new content each time, but they also were required to write in a different format and for a different audience each time. Ultimately, there was no way for them to improve their skills on any of these assignments, since they were "one and done." I don't know how well this new model of assigning the same type of paper multiple times is working, but from the anecdotal evidence, I can see that students are writing

HWC Assessment Committee Recommendation:

The data clearly indicates that students who are asked to write more often in English, Humanities, and the Social Sciences perform better in Effective Writing than those who are asked to write less often. More frequent writing should be expected in those disciplines across the board.

Early and Often by Amy Rosenquist, English, Speech, and Theatre

The idea that has impacted me the most in relation to Closing the Loop is that we can all contribute something to the whole. I teach English composition, and had gone back and forth for years about whether to assign any sort of oral presentation in my composition classes. I do have students present their findings in English 102, and have given extra credit in developmental classes for students who shared original writing in the form of poetry, narratives, or short selections from their class essays on the last day of class. However, after the Oral Communication Assessment results were published, I really thought about how I could contribute something more to this area. It's important for students to know and master, and although I'm not a speech teacher, I greatly value instructors in other disciplines who require students to write correctly. It reinforces what I do by validating the importance of good writing skills, and I wanted to do the same thing, even though it could only be a small part of my semester.

I revamped my final presentation for English 102, and added back some oral presentations in English 197 that I'd long since abandoned. I also structured my small group work in English 101 a little differently, so that most students at some point in the semester would be giving a sort of oral presentation of their group findings. I continue to think about ways to both formally and informally incorporate oral communication into my classes, as well as to emphasize the importance of those skills. I enjoy the feeling that in addition to addressing the primary objectives of my classes, I'm also contributing in a small way to developing many needed skills, to closing the loop.

HWC Assessment Committee Recommendation:

Harold Washington College should continue to have high standards for oral presentations throughout the curriculum, not only in the Speech Department.

Mathematics and Writing by Fernando Miranda-Mendoza, Math Department

One of the many sought-after skills in today's job market is quantitative ability. Many high demand jobs deal with data and mathematical models. Employees at such places must be capable of analyzing data and then must report results to a broad audience that includes supervisors, clients, and other interested parties. This reporting can take on the form of oral presentations, but frequently involves written articles reporting results and next steps. Although some technical details can only be interpreted by having the appropriate quantitative ability, many individuals without technical training must also understand the results. Therefore, employees must possess effective oral and writing skills. Indeed, several current job advertisements look for people with the "ability to communicate technical results to a nontechnical audience."

Many of our students have a desire to move into those high demand jobs and work hard through mathematics courses in order to acquire the appropriate quantitative skills. They also fulfill graduation requirements by taking other nonmathematical courses, some of which train them in effective writing. Nevertheless, even though our students may be proficient in the proper written use of Standard English and standard college mathematics, writing technical reports intended for a nontechnical audience remains a challenge.

The HWC Assessment Committee 2011 Effective Writing report noted that "students who are asked to write more frequently in their coursework, perform better than those who are asked to write less often" and gave one important recommendation: "Faculty should assign more written work in all disciplines."

College mathematics courses tend to emphasize the writing solutions using numbers, symbols, and logical steps. I feel that our students would benefit tremendously and would be better prepared for the job market if, from an early stage, mathematics courses also emphasized the writing of reports with a nontechnical audience in mind.

Due to the Assessment Committee's Effective Writing recommendation, I have incorporated some more writing in my assignments and assessments. In some of my classes, such as statistics, the material is taught through data that come from case studies, so this writing component is a very natural addition. However, in some other classes, like algebra and calculus, the writing components are a little bit more challenging to incorporate. Nevertheless, it is in these challenging courses where effective writing becomes imperative. Thus, I have included questions in some of my quizzes and exams that ask my students to write explanations so that a person who does not know anything about the topic can understand. I hope that with these additional writing components, our students are better prepared to face the "real world" and can make use of their quantitative and writing skills in those high demand jobs.

Information Literacy Assessment & the Library Instruction Program by John Kieraldo, Library

In 2005, the Assessment Committee used a widely used assessment tool called SAILS (Standardized Assessment of Information Literacy Skills) to gauge how our general education students are excelling in the area of information literacy. The population involved in this assessment consisted of students from throughout the College, not specifically students who had completed a library instruction session. Our students who took this assessment were found to be roughly on par with those of other, similar institutions.

The librarians wondered whether our students would perform on aggregate better in our SLOs and general education goals if they received more library instruction. We had always had an instruction program in the library in which a class would arrange to come to the library with their instructor for a single instruction session. Before the library had its own classroom, these sessions were held in the home classroom with short visits to the library. The next step that we took was to offer workshops dealing with various information literacy outcomes. The workshops themselves were presented as having a focus of working with citations, for instance, and developing a research strategy.

After that, we got together with some of the librarians from the other City Colleges and pushed for a semester-long course to be included in the course catalog in information literacy skills. Two different courses were approved, each with its own master syllabus: LIS 101, a three-hour course, and a one-hour version, LIS 105. These courses are only ever taught as part of a learning community. Todd Heldt has taught one of these LIS courses in a learning community with English 101, Physical Science 107 and Biology 114. John Kieraldo is proposing to teach the shorter version, LIS 105, in a learning community with a section of Biology 114 in spring of 2016.

Several years ago, we began to assess the performance of our students in the traditional library instruction sessions, and later the workshops, by having the students volunteer for a pre-test and a post-test assessment. In fall of 2014 and spring of 2015 the Assessment Committee used a modified version of an information literacy assessment written by the NILRC Consortium of colleges and universities in Illinois (NILRC stands for Network of Illinois Learning Resources). This assessment was taken by three cohorts. The first cohort consisted of students who had not had any library instruction, either the traditional form of just one class period of library instruction or via a semester-long course. The second cohort was comprised of students who had received the single class period of library instruction. In the third cohort, students had participated in the semester-long library course as part of their learning community. The results are still being analyzed with further coordination efforts already underway.

Shared Vocabulary by Paul Wandless, Art and Architecture

The Art 144 2D Design Assessment measures how well students use value and perspective when making a drawing. The activities of demonstrating understanding of drawing shapes using linear perspective and creating volume with shading and hatching are hands-on skills. It was discovered in the assessment process of this course that the success of how the hands on skills were performed was also impacted by the vocabulary used in the classes. While all instructors were teaching the skills with continuity across the sections, the underlining vocabulary was stressed at different levels.

With this in mind, a shared vocabulary list specific to the skills being assessed was created and given to all instructors across the sections. Everyone now stresses the vocabulary in a consistent manner. This raises the understanding of the questions on the assessment and enables students to perform the hands on skills more efficiently.

Recognizing that a shared vocabulary would help better prepare students for the assessment is an example of closing the loop for this course. A need was discovered, the instructors agreed upon relevant vocabulary and then it was put in practice right away. As a result, small things discovered through assessment have an immediate and practical application.
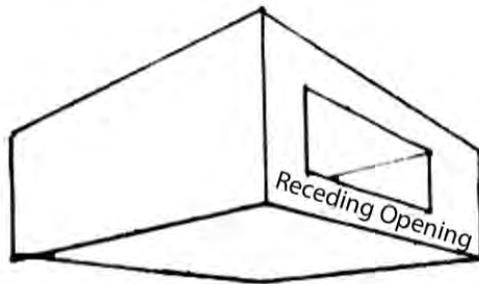
The Six Stages of Unit-Level Assessment:
1. Student Learning Outcomes Development
2. Assessment Research and Design
3. Pilot Tools
4. Administer Specific Assessment
5. Data Analysis
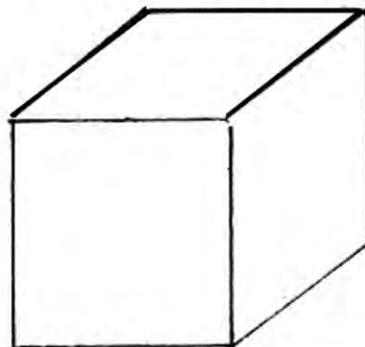6. **Supporting Evidence-Based Change**

1-Point Perspective
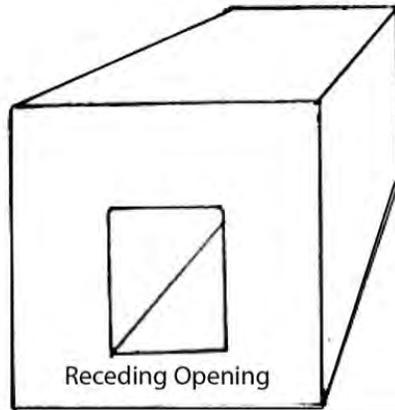
Receding Opening

Receding Opening

2-Point Perspective

Isometric Projection

Thinking Out Loud by Amy Rosenquist, English, Speech and Theatre

The analogy I use to understand the power of closing the loop is that of voting. We each only get one vote, but it's frequently said that if everyone who was eligible to vote actually did, we'd have a very different outcome to any given election. No one instructor or department can fill in gaps that we discover using assessment tools, but if each one of us made a step or two to close the loop, the end results could be potentially amazing.

The results of the writing assessment a few years ago were quite bleak. As a composition teacher, I took them to heart; I already centered my class on imparting principles of grammar, syntax, and composition, so what could I do better?

One result was that I strengthened the foundational content of my English 101 classes. Although students were supposed to arrive at that level with adequate preparation, clearly, this was not always the case. In order to ensure that all of my English 101 students started on the same page, so to speak, I incorporated mini-versions of units that I taught in developmental education, including online exercises, small group work, and quizzes. This helped inform me about what students would need additional support early on, and it also proved to be a great support to students who had been away from college for a while.

Learning grammar for a quiz vs. for life are two different things, however. I wanted to try to link the importance of writing well to the students' larger purpose, in ways they could experience more deeply than my lecturing them about how important it is out there in the real world. I developed some assignments for early in the semester, replacing more traditional narrative essays and readings with reading and writing that applied to their majors. I had students imagine a scenario in their intended career where they would need to contact a supervisor, as well as a client or customer, and compose formal emails. They looked up the transfer requirements to their "second dream schools" and wrote actual admissions essays in response to those prompts. In my English 197 class, students also wrote cover letters for jobs they found on monster.com. We talked about how many people apply, how many are qualified, how easy it makes the human resource director's job if someone sends in a poorly written letter, or even one that is less stellar than the rest.

Time and data will tell if any of these interventions have helped my students close the loop. I see a difference in my classes, as they link their purpose for being there early on with their own future lives, not my or some administrator's random agenda. I hope, for many of them, it's had better results.

Closing the Loop with Written Feedback by Erica McCormack, Humanities and Music

When the Effective Writing Assessment was conducted in 2011, I was a newly-hired full-time instructor. I served as one of the readers of the student submissions, and I was very interested in what the results would have to say. As a Humanities instructor, I give numerous writing assignments, and I have always done my best to give helpful feedback to students so they can improve on subsequent assignments, but I wanted to know how I could do a better job based on the assessment results.

Some of the findings from the 2011 Effective Writing Assessment suggested that "Frequent and abundant feedback should be offered to students on all of their written work," and "Faculty should be specific about the strengths and challenges their students face in writing." Knowing that, I reorganized my syllabi to incorporate as many writing assignments as possible so students could have opportunity to work toward the writing-related outcomes for my courses. However, I included more writing assignments than I could grade in a timely manner while giving the significant feedback that I knew students required.

The next semester, I cut a writing assignments from each syllabus, retaining the ones that I believe provided students with the most significant opportunities to get feedback from me that they would be able to apply to their future assignments in my class and beyond. Starting that semester, I created a Word file with comments that I made on student papers so that I could save the ones I thought were particularly clear and useful and then apply them when grading papers in future semesters where students made the same error or merited the same compliment. I thought this would save time and make me a faster grader without sacrificing quality of feedback.

This semester, I am using TurnItIn for the first time and have already transferred the comments from my Word document to the QuickNotes section of TurnItIn. I hope this will take me closer to achieving the goal of giving each of my students thorough notes and helpful feedback on a consistent basis. Assessment efforts may not be able to make me a faster grader (at this point, I don't have much hope that will change for me), but it can help me ensure that the time I do spend grading gives my students the type of feedback that will be most helpful for them.

(Closing the Loop with Written Feedback, continued**)**

Sample Feedback on Written Student Work

"This is a narrative about the process of writing the paper or fulfilling the assignment. Your paper should start from the point of having selected your topic and just begin making your argument, not narrating how you came to that argument."

"Your introduction must end with a thesis statement that identifies all works of art that will be the focus of the paper and that offers an argument about that work or those works of art. For a compare/contrast essay like this one, your thesis should explain how the two works are similar and different, not simply that the two works are similar and different."

"Good job describing what you see, relating it to what you know about the historical context, and incorporating that into your interpretation."

"You make some excellent observations, but you hastily shift away immediately after making some of the most noteworthy assertions. It would have been better to fully elaborate on and support these assertions, as noted in marginal comments."

"It's standard practice to refer to someone by last name after the first reference to the person that uses the full name."

"Where is this idea coming from? Cite the source of this information or provide visual/textual evidence to support your interpretation."

"You can adopt a more authoritative tone. You're supporting what you're saying with evidence from the texts/images, so you don't have to be overly tentative (eliminate excessive words and phrases like "almost," "in a sense," "sort of," "seems," etc.)".

"Remember that there are multiple valid interpretations. In order to be valid, it must be supported by visual/textual evidence and/or details about the historical context."

"You're relying too heavily on this word. "Unique" and "interesting" are adjectives that you should avoid in formal writing in favor of more specific, descriptive words. Ask yourself, "What makes this unique or interesting?" Then use that new adjective or write a complete sentence explaining it."

Writing in Chemistry by Kwok-Tuen Tse, Physical Science

In my first year as a tenure track faculty member I participated in the effective writing assessment as a grader. I was surprised to come across serious deficiencies in the writing skills in many of our students. I found students had difficulties in spelling, punctuation, putting together grammatically correct sentences, and organizing thoughts to present coherent ideas to readers. The recommendation of this assessment was to assign more writing assignments in all disciplines.

Chemistry classes are usually more quantitative than courses in other disciplines, and writing is not a major part of the course. However, I often incorporate essay writing in many of my assignments. I require students to write in paragraphs with complete sentences when answering open-ended questions. At the end of the semester, they have to submit a 4-6 page research paper which accounts for 3% of their grade.

HWC Assessment Committee Recommendation:

An article in the Wall Street Journal (June 15, 2015) reports that speaking in public is people's No. 1 fear, more frightening than flying or death. In light of this, faculty should make every effort to put students at ease before their oral presentations.

HWC Assessment Committee Recommendation:

The data also indicates that there is no correlation in the math and science disciplines between the frequencies of writing that students are asked to do and how they performed on this assessment. Numeracy issues rightly concern Math and Science Departments, first and foremost. These departments should be asked to review how and where student writing is expected in their courses and how math and science courses can contribute to improving effective student writing.

Diversity: Helping Students Develop Practical Skills by Carrie Nepstad, Applied Sciences

Diversity is a major theme that runs through all Child Development courses. It is very important to the profession of Early Childhood Education to consider the full definition of diversity when planning the environment, choosing materials, developing curriculum, writing policies, and interacting with young children and their families. Our students are taught to welcome all families and to create a warm and inviting environment where each person feels comfortable, and is an integral member of the community. This can be difficult to measure out in the field. It is even more difficult to measure as part of a college course. We typically use hypothetical scenarios, vignettes, and videos to help students understand the complex issues they will face in the field.

Although I consider myself to be an LGBTQ ally as a college professor, when it came to teaching my students how to be welcoming to LGBTQ families I found it to be challenging. I was not sure how to teach my students the skills they would need in order to assure that all families felt welcome in their early childhood environments. In my previous experience, discussions of the LGBTQ community would often lead to an exploration of students' personal beliefs and biases. Although this was a helpful reflective exercise, it was difficult to observe whether or not my students were developing the skills they needed. The bottom line in our field is that all families must feel welcome. It is our ethical responsibility to young children that in order to support their development we must build respectful, reciprocal relationships with their families. In that light, I was not fully serving my students. I was only exposing their biases. My hope for them is that they will overcome those biases, but I may never see that transformation. In the meantime, my students need to know that to be an ECE professional they must serve all children and families regardless of their personal biases.

The 2012 Diversity recommendations of the HWC Assessment Committee include a call for faculty professional development. This encouraged me to seek new information. I did some research and found the organization Teaching Tolerance, which has resources for teaching a wide range of topics about diversity. Most helpful for my field was a link to the Welcoming Schools' website, which was developed by the Human Rights Campaign.

I used the Welcoming Schools' website to develop the following exercise:

Students watch the film, "What do you know?"'

They write their personal reflections on the film without discussing it.

With a partner, they read through the script from the document, responding to questions about

(Diversity: Helping Students Develop Practical Skills, continued**)**

LGBT topics. The goal is to read the script word-for-word without commentary.

When finished, they are free to discuss the experience with their partners, and then we reflect on the exercise as a large group.

Finally, they write a reflection paper addressing the following questions: What did you know about how to respond to questions about LGBTQ topics before today's session? How have your views changed, or how have they been reinforced after going through today's activities? How does this experience/information relate to NAEYC Standard Two: Building Family and Community Relations?

Excerpts from student reflections:

"After practicing the sample ways of responding to the LGBT sheet I was better able to articulate my responses to parents and children. It's important to speak to children and families in a meaningful way."

"Before last week's session, I honestly knew next to nothing about how to respond to questions regarding LGBT topics…. However, last week was the first time in my academic career that anyone has actually addressed how we as teachers can go about answering questions about LGBT topics."

"Discussing this issue hit a soft spot for me … [as I] personally identity as lesbian/ homosexual [it] makes me nervous in group disputations knowing the bias people have on the issue. Then thinking of the hurdles my future children may encounter by having same sex parents sent my brain into overdrive. Overall, I am very excited that this was brought to the table in order to discuss relationships and tools to navigate the ways in which educators speak with parents on topics that may be uncomfortable [to them]."

I have struggled with how to design learning opportunities for my students that will help them build the skills they need to support all children and families. The Diversity recommendations from the Assessment Committee finally gave me the push I needed to design my own professional development, and seek the resources I needed. I am glad I did because I now

(Diversity: Helping Students Develop Practical Skills, continued**)**

have the tools in place and can continue to refine this activity and develop others like it as I move forward in my own teaching.

References

Teaching Tolerance http://www.tolerance.org/

Welcoming Schools http://www.welcomingschools.org/

Human Rights Campaign http://www.hrc.org/

What Do You Know?

      http://www.welcomingschools.org/pages/watch-welcoming-schools-films-and-videos

Responding to questions about LGBTQ topics

      http://www.welcomingschools.org/pages/watch-welcoming-schools-films-and-videos

HWC Assessment Committee Recommendation:

Faculty, through professional development, across all departments and disciplines, should be encouraged to review teaching materials, perceptions and practices, and to acknowledge and broaden human diversity categorizations and labels that adequately reflect considerable social change that has occurred in these areas over the past few decades. This would also continue to add value to the many positive experiences of human diversity our students report here.