

## WTCS Repository

# FQAS Embracing Diversity

## Course Outcome Summary

### Course Information

**Description** This content area is part of the **WTCS Faculty Quality Assurance System (FQAS) Competency Framework**.

The FQAS Competency Framework contains shared competencies and performance standards that will be utilized for professional development under the Faculty Quality Assurance System. Each WTCS college has discretion in regards to how these competencies and performance standards are delivered.

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### Course Competencies

#### 1. **Assess your effectiveness in embracing diversity based on the lenses through which you view yourself and your students**

##### Assessment Strategies

1.1. Written or Oral Self-Assessment

##### Criteria

- 1.1. your self-assessment demonstrates awareness of the short term and long term consequences of ethnocentrism, stereotyping, prejudice, discrimination, racism, homophobia, and sexism
- 1.2. your self-assessment identifies values of your cultural heritage
- 1.3. your self-assessment identifies ways your master statuses (socioeconomic status, age, race, ethnicity, gender, gender identity, sexual orientation, religion, and physical ability/ appearance, and cognitive ability) have influenced the way you perceive yourself
- 1.4. your self-assessment analyzes how your self-perception impacts teaching
- 1.5. your self-assessment identifies ways your cultural heritage has influenced the way you view diverse groups
- 1.6. your self-assessment analyzes the perception others have of your own skill, attitudes, and behavior towards members of diverse groups
- 1.7. your self-assessment is based at least partially on feedback from students and/or colleagues
- 1.8. your self-assessment includes an action plan for improving areas of weakness and affirming areas of strength
- 1.9. your self-assessment analyzes how your perceptions of diverse populations impact learning
- 1.10. you create a plan that assesses your effectiveness in embracing diversity in your professional development

#### 2. **Examine the impact of college, community and student demographics on teaching and learning**

##### Assessment Strategies

2.1. Oral, Written or Graphic Assessment

**Criteria**

- 2.1. you analyze the impact of the demographics of your college and community
- 2.2. you explore diverse population data including income, age, race, ethnicity, gender, sexual orientation, gender identity, veteran status, first generation, primary language, and disability
- 2.3. you identify demographic data of students, faculty, and staff at your college
- 2.4. you identify demographic data of surrounding community
- 2.5. you explore measures of student success (completion, graduation, job placement, persistence, transfer) rates of diverse learners
- 2.6. you analyze data on recruitment, enrollment and retention of diverse learners in your program/area
- 2.7. you identify support services (disability, academic, advising, counseling, veterans, income, clubs) for (students, faculty, and staff) that help meet the needs of diverse populations

**3. Examine your college's plans, policies and strategies that support diverse learners****Assessment Strategies**

- 3.1. Oral or Written Report

**Criteria**

- 3.1. you examine the college's plans and policies such as the ADA, Affirmative Action Plan, the Minority Recruitment and Retention Plan, or other plans affecting diverse populations
- 3.2. you analyze evidence that the college considers diverse populations in strategic plans and facilities plans
- 3.3. you identify areas of success and those that need improvement
- 3.4. you identify professional development opportunities related to diversity
- 3.5. you share strategies to proactively address current diversity related issues at your college

**4. Create an inclusive, effective learning environment that addresses barriers and provides reasonable accommodations.****Assessment Strategies**

- 4.1. Guidelines for classes
- 4.2. Oral or written report

**Criteria**

- 4.1. you communicate effectively with diverse learners
- 4.2. you design strategies to support diversity in your curriculum
- 4.3. you design strategies to support diversity in delivery of instruction
- 4.4. you design strategies to support diversity in your assessment
- 4.5. you adapt learning activities for diverse learning styles and needs
- 4.6. you identify preferred gender pronouns and language respectful to all learners
- 4.7. you create a plan that assesses your effectiveness in embracing diversity in your classes