

End-of-Program Review 2019-20

Examining Issues of Equity, Inclusion, and Belonging (EIB) in Programs

Did your program examine issues of Equity, Inclusion, and Belonging (EIB)?

Content	Extensively	Moderately	A little	Not at All	Percent of Programs examined issues of OPD	Programs examined issues of OPD (N)	Programs responded (N)
Diverse Seminar texts and	49.1%	24.1%	8.9%	17.9%	82.1%	92	112
Historical study of systems of EIB	34.5%	20.0%	23.6%	21.8%	78.1%	86	110
Study of on going manifestation of EIB	38.0%	22.2%	13.0%	26.9%	73.2%	79	108
Study of interlocking systems of EIB	39.6%	20.8%	12.3%	27.4%	72.7%	77	106
Other	18.2%	13.6%	18.2%	50.0%	50.0%	11	22

Note: Courses, contracts and internships were not asked to participate in the EPR.

Explanation of Other

Study of accessibility

Studies of kinds of blindness (visual, intellectual) to understand dominant (visual culture) as analogous to race, sexism

Read scientific papers on COVID-19 and examined aspects of public health regarding the pandemic.

Psychology of mental illness was at the center of our study, including the treatment of mentally ill/their experience in society

How to make Organic food more accessible

Embodiment of EIB (physiologic manifestations of stress)

EIB was built into the internship

Consideration of prejudice, "othering", labeling, ostracism, barriers to communication and empathy, etc., figured heavily in our program.

Comparative study of US and Tanzanian educational systems

All of the above with a particular focus on the classist, racist exclusionary violence of the prison industrial complex in U.S.

What types of learning activities did your students engage in around issues of Equity, Inclusion and Belonging (EIB)?

Activities (<i>classroom Instruction, activities, pedagogical tools, learning activities</i>) <i>Please check all that apply.</i>	Frequency	Percent
Your community agreements included language about EIB	90	78%
Skill-building workshops in communicating across significant differences	54	46%
Guest speaker/workshop facilitators who provided diverse perspectives	51	44%
Field trip/community engagement using EIB	28	24%
Instruction in how to shape research questions using EIB	33	29%
Space provided for students to integrate their personal/co-curricular experiences	75	65%
Support for students to integrate EIB into their independent projects	64	56%
Other EIB activities	4	3%

Explanation of other EIB activities

Studying trauma informed care, education for emancipation, and popular education
 Seminar discussions and literary analyses included examination of cultural differences, past and present.
 Extensive readings
 Again, Greener Foundations is providing much of this through workshops and we support it in our curriculum