Task force on racial and social justice in the curriculum

Ethics Course Subcommittee

Recommendations:
Acting up on our charge, the Ethics Course Subcommittee submits the following recommendations for adoption and dissemination by the task force:

1. That the College Committee on Core Curriculum, Teaching and Learning, adopt revised outcomes that include Racial and Social Justice described below for courses meeting the ethics requirement for general education in engineering programs.

2. That the same committee engage units across the university to revise courses they have previously offered in this area to include the revised outcomes and align them with student outcomes in the new general education model. The task force supports at a minimum requesting courses to meet the Foundations area of "Race, Ethnic, and Gender Diversity" or the Theme of "Citizenship for a Diverse and Just World." Additional ideas to incorporate these outcomes across general education for engineering students are highly encouraged.

Expanding and Changing STEM Content Subcommittee

Recommendation 1: Racial and Social Justice and Equity issues should transform engineering education going forward. We recommend that the College allocate faculty lines to lead the Social Justice and Equity in Engineering transformation. These lines would be targeted for candidates whose scholarship addresses the intersections of race, equity, social justice and engineering disciplines. While Engineering Education may be a natural fit for these lines, all disciplines should be looking for candidates in this space.

- We recommend that these lines be a part of any new strategic growth strategy in the College and as a part of the RAISE initiative at the University.
- APT documents should be reviewed to allow for scholarship in this area.

Recommendation 2: College of Engineering should support investment for appointing faculty fellows (one from each department/unit) to participate in a community of practice and assist in the development of expanding and changing course content and provide support to sustain and create opportunities for transformative programming that supports the work of racial and social justice.

- Investment in faculty fellow(s) at college level to serve as point person(s) for leading, coordinating, and supporting expansion and changes in course content and develop speaker series / candidate talks each semester/year related to DEI in engineering.
• The Community of Practice will be inclusive of staff, lecturers, and other non-tenured individuals, to support expansion and changes in course content. It will initially be convened and led by the Assistant Dean for Teaching and Learning then transitioned to faculty from Recommendation 1.
• Curriculum committees will implement the work of the community of practice to ensure that changes are incorporated in core, required courses. The expectation is that students will be exposed to the intersection of engineering with social and racial justice at multiple points throughout their studies, at least once each semester.

**Recommendation 3:** Change Appointment, Promotion, and Tenure document to value DEI work/service for promotion and tenure. DEI activities are accounted for and rewarded in the appropriate sections (research, teaching, service) of the appointment, promotion, and tenure documents at the department and college level. This also would apply to annual reviews. The expectations arising from these changes would be as follows:
  • **All faculty will...** 1) run their course in a manner that promotes inclusive excellence, 2) Participate semi-annually in college/university sponsored professional development activities. Resources that support these efforts include Drake Institute for Teaching and Learning, ODI, DOI, Asst Dean for Teaching and Learning. Syllabus statement including how to report problems.
  • **Most faculty will...** Add to their courses in ways that 1) incorporate small but concrete field-specific examples that illustrate the societal impact of engineering, 2) provide examples of the contribution of diverse individuals to the field. Resources that support these efforts will come out of the community of practice led by the faculty fellows and Asst Dean for Teaching and Learning.

**Recommendation 4:** Support the offering of ‘inclusive leadership in engineering’ program(s) for COE students to provide a credential that would be added to their official transcripts, resume’s, etc. This would make the class activities, courses, and co-curricular activities more visible to students. Suggested paths forward include:
  • Develop a certificate with stand-alone courses as proposed in the recommendations from the New Course subcommittee.
  • Open discussion with Multicultural Center about expanding DICE (Diversity Intercultural and Community Engagement) certificate program to include content specific to engineering or create an engineering focused version.
  • Explore integrating these ideas and courses into Global Option in Engineering
  • Open discussions with Arts and Sciences to collaborate on an Engineering focused-thread in their DEI Certificate Program, [https://artsandsciences.osu.edu/sites/default/files/DEI%20Certificate%20Course%20Requirements.pdf](https://artsandsciences.osu.edu/sites/default/files/DEI%20Certificate%20Course%20Requirements.pdf)
New Course on Racial and Social Justice in STEM Subcommittee

Recognizing that all degree programs in the college are under scrutiny for being over the minimum credit hours for graduation (121), the addition of new material and courses must be done in conjunction with reductions or efficiencies in other areas. In light of this, the other subcommittees have proposed solutions to incorporate content without adding credit hours, either through the new general education model or in existing technical courses and that leaves room to discuss curricular enhancements outside of the required curriculum in this subcommittee.

The subcommittee reviewed and discussed opportunities that currently exist or that might be copied for stand-alone courses offered either in Engineering or through departments in other colleges. The idea of creating an additional credential in this area for students to have a tangible entry on their transcript was also discussed and is noted in recommendation 4 of the Subcommittee on Expanding and Changing Content. **Specific recommendations from this subcommittee are as follows:**

1. Departments and the college should support the offering of the courses already developed and expand their capacity. Courses include
   a. ENGR 4375 – Inclusive Leadership Practices for Emerging Professionals
   b. ECE 5570 - Antiracist Technology
   c. AVIATN 3700 – Building a Diverse Workforce in Aviation, e.g. Inclusive Leadership, Hidden Figures, Gender and Race-based Minoritization in Engineering Education, Diversity in Aviation
   d. MATH 2010S – Intersections of Mathematics and Society: Hidden Figures
2. Departments and the college should support the development or modification of courses that fill gaps in what's already offered. Examples might be:
   a. Discuss with the MCC a modification to ES HESA 2577 – Diversity and Social Justice in Leadership to add a STEM focus.
   b. Discuss with Professor Kristen Moore from Univ of Buffalo (member of EED advisory board) an OSU version of her course, DEE 502/EAS 460: Equity and Inclusion in Engineering Education.
3. Departments and programs should review their curricular requirements for elective courses and expand the opportunities for courses in this topic to apply towards the degree. There is no "requirement" from ABET or other entities that electives all be technical in nature.