



IMSA'S EQUITY AND EXCELLENCE PLAN

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Pathway to Institutional Change Rooted in Equity and Excellence

The Illinois Mathematics and Science Academy has spent the past two years in transition, moving from the [2014 Board Approved Diversity Plan](#) to the development of its' next rendition, the Equity and Excellence Plan, as directed by the [2018 Board Approved Equity and Excellence Policy](#). Additionally, this policy aligns with the IMSA Impact and Outcomes statement, "By 2022, IMSA is a recognized global leader and catalyst in equity and excellence in STEM teaching and learning, innovation and entrepreneurship."

In the spirit of inquiry and innovation and in an effort to embrace the inclusive nature of IMSA, the development of the Equity and Excellence Plan was approved as an official research study by the Institutional Review Board. The purpose of the study was:

to develop an equity and excellence plan that is driven by the IMSA Board Approved Equity and Excellence Policy, rooted in Theory of Change, informed by data, and facilitated through an inclusive, equity-minded frame.

Being that IMSA is shifting from an approach of diversity and inclusion to include a focus on equity and from the mindset of this work being the responsibility of a few to it now being institutionalized; the Theory of Change was utilized to provide IMSA with a framework to guide that change and ultimately inform the development of the Equity and Excellence Plan.

A theory of change is a predictive assumption about the relationship between desired changes and the actions that may produce those changes. The most distinctive characteristic of Theory of Change in contrast to other methods is that it focuses first on outcomes, rather than interventions.

In addition, IMSA partnered with the Midwest and Plains Equity Assistance Center (MAP), utilizing the Equity Context Process Analysis, multiple data collection tools and analysis processes, to facilitate systemic examination of educational equity. Through climate surveys, classroom observations, faculty interviews, school building walk-through, course enrollment data, student involvement and student discipline data, the following occurred:

- *provided an assessment of the extent to which aspects of educational equity are evident in the academy;*
- *identified areas that may be opportunities for growth related to advancing educational equity; and*
- *supported equity-oriented strategic planning, as well as ongoing monitoring and assessment activities related to promoting educational equity.*

Thus, the development of the Equity and Excellence Plan put forth in this document is data-driven, student-centered, inclusive of an array of voices of the IMSA community, and developed through an equity-minded frame. Included are the Equity and Excellence Policy Outcomes, the rationale behind IMSA's focus on Equity and Excellence, and the process utilized to inform the development of the respective plan, along with the actual 3-year Equity and Excellence plan.



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Equity and Excellence Policy Outcomes

The Equity and Excellence Plan is designed to operationalize the [2018 Board approved Equity and Excellence Policy](#), ultimately achieving the long and short-term outcomes as laid out in the policy and discussed below.

IMSA's Equity and Excellence Policy defined the long-term outcome as:

The Academy recognizes and acknowledges the historical underrepresentation and marginalization of culturally, linguistically, and economically diverse groups, both universally, and particularly, in STEM education and professions. These disparities also exist in the representation of the Academy's workforce. We are committed to advancing equity in STEM education and representation and creating a diverse, inclusive community of global citizens who can realize their full potential, and execute our mission to advance the human condition, through a model of Equity and Excellence.

It further defined seven intermediate outcomes, as needed to help IMSA achieve the long-term outcome, as described below:

- 1. Developing and using an equity lens when considering major policies, programs, practices, or decisions in order to realize more equitable outcomes.*
- 2. Implementing strategies to recruit, support, and retain Culturally, Linguistically and Economically Diverse groups as well as support and retain Marginalized groups.*
- 3. Providing professional learning that continuously develops the Cultural Competence and equity awareness of staff, including faculty, as well as board members and external partners.*
- 4. Supporting research, scholarship and innovative expression of staff, including faculty as well as external partners that either address or promote the Equity and Excellence Model.*
- 5. Implementing strategies based on the Equity and Excellence Model to recruit, support and retain staff, including faculty, as well as board members and external partners.*
- 6. Differentiating resources as necessary to provide every student with access to Culturally Competent pedagogy, curriculum, co-curriculum, support, facilities and other educational resources with an ultimate goal of achieving Excellence.*
- 7. Addressing Culturally, Linguistically and Economically Diverse and gender-based STEM education/career gaps by developing student and professional programs and services, as well as conducting research, that will inform strengthening and diversifying the STEM education to career pipeline.*



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Rationale for Equity and Excellence

According to the National Association of Diversity Officers in Higher Education (NADOHE), a fundamental commitment to inclusive excellence embedded throughout educational institutions is critical to their health and functioning. Inclusive excellence starts at the highest level of administrative authority, is expressed prominently in institutional missions and strategic plans, and is supported through meaningful allocations of fiscal, human, and physical resources. NADOHE further suggests that education leaders should embody and demonstrate the critical values of equity, diversity, and inclusion, and should enable entire campus communities to access and articulate the contributions of and the rewards gained from an inclusive learning and working environment. *Over the past two decades, there have been national trends toward (a) diversification of students and faculty in colleges and universities throughout higher education (b) assessment and improvement of the campus climate for diversity (c) improvements in the representation and inclusion of diversity in the curriculum (d) development of intergroup dialogues in curricular and co-curricular student engagement and (e) integration of broad campus-wide diversity plans integrated into institutional strategic planning.* Being that IMSA is under the Illinois Board of Higher Education and that IMSA’s Equity and Excellence Policy is rooted in Inclusive Excellence, the need for an Equity and Excellence Plan is justified. In addition, adopting these best practices are in alignment with the outcomes laid out in IMSA’s Equity and Excellence policy and will assist in achieving the long-term outcome. ¹

This same diversity, equity and inclusion trend is evident on the global level. The United Nations Educational, Scientific and Cultural Organization (UNESCO) is the United Nations’ specialized agency for education that provides global and regional leadership in education. UNESCO states “education is a basic human right and the foundation on which to build peace and drive sustainable development”. In fact, Sustainable Development Goal 4 calls for countries to *‘ensure inclusive and equitable quality education, and promote lifelong learning opportunities for all’*. Being that IMSA has adopted the United Nations Sustainable Development Goals, an Equity and Excellence Plan can assist in making a global impact and guide the achievement of IMSA’s Impact and Outcome Statement, “By 2022, IMSA is a recognized global leader and catalyst in equity and excellence in STEM teaching and learning, innovation and entrepreneurship.” Furthermore, it can help IMSA achieve the long-term goal of creating a diverse, inclusive community of global citizens who can realize their full potential, and execute our mission to advance the human condition. ²

IMSA also utilizes the Danielson’s Framework to guide teaching and learning. This framework has diversity and equity at the heart of it, *“it is the primary common theme and describes the ultimate purpose of our work with students... in the classrooms of excellent teachers, the purpose of instruction is not the transmission of basic knowledge or student compliance but deep understanding, important learning, and active intellectual engagement so that each student can succeed in school and beyond.”* If equity is the goal, *“it is important for students, all students to acquire deep and flexible understanding of complex content, to be able to formulate and test hypotheses, to analyze information, and to be able to relate one part of their learning to another.”* Students need to experience this type of learning to be successful in their education, their careers, and their lives. An Equity and Excellence plan can enhance IMSA’s application of the Danielson Framework in an intentional and equity-minded manner, and assist IMSA in achieving the long-term outcome of advancing equity in STEM education. ³



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According to the Midwest and Plains Equity Assistance Center, “*educational equity is when educational policies, practices, interactions, and resources, are representative of, constructed by, and responsive to all people such that each individual has access to, can participate, and make progress in high-quality learning experiences that empower them towards self-determination and reduces disparities in outcomes regardless of individual characteristics and cultural identities.*” However, the assurance of great teaching for every student has proven difficult to achieve in both policy and practice. According to the Danielson Framework, teachers strive for excellence, but “a commitment to excellence is not complete without a commitment to equity.” Each student deserves access to world-class teaching and learning environments that promote joyful inquiry, intellectual rigor, and reflection. Thus, an Equity and Excellence Plan will not only assist IMSA in addressing educational inequities, but can also be shared with the educational sector to advance excellence. ⁴

These educational inequities also exist in STEM education and careers. The stark reality is that a disproportionate number of people of color, particularly Black and Latinx persons, are even further away from becoming STEM-literate and having the ability to thrive in a hyper-competitive, global marketplace. The nation has persistent inequities in access, participation, and success in STEM subjects that exist along racial lines, which threaten the nation’s ability to close education and poverty gaps, meet the demands of a technology-driven economy, ensure national security, and maintain preeminence in scientific research and technological innovation. If the U.S. wants to maintain its’ status as a global leader in STEM, be competitive in the STEM space, and address global challenges, diversifying the STEM education to career pathway must be a take precedence. STEM and diversity are integral to the sustainability of our schools, the innovation of our businesses, the prosperity of communities and the global competitiveness of our economies. IMSA has acknowledged racially based STEM equity gaps in its Equity and Excellence Policy long-term outcome. Thus, an Equity and Excellence Plan will assist IMSA in developing a more diverse, STEM-literate workforce who are truly solving the world’s problems through an equity-minded frame, ultimately achieving the tasks put forth in the policy. ⁵

A focus on diversity, equity and inclusion in relation to STEM is trending on both a national and international scale, in education, business, and independent sectors. As IMSA continues to situate itself globally, as students are preparing to solve the global problems of the world, as our alumni serve as leaders in an array of entities throughout the world, it is imperative that IMSA is strategic to ensure equity and excellence.

Sources:

¹ [National Association of Diversity Officers in Higher Education Standards of Professional Practice for Chief Diversity Officers](#)

² [UNESCO: Education Transforms Lives](#)

³ [The Danielson Groups: The Framework’s Common Themes](#)

⁴ [Great Lakes Equity Center – Every Child, Every Day Institute: Culturally Responsive and Sustaining Practices in the Classroom](#)

⁵ [D-STEM Equity Model: Diversifying the STEM Education to Career Pathway](#)



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Equity and Excellence Planning Process Summary

The Illinois Mathematics and Science Academy implemented the Theory of Change (TOC) process that included the following components:

<i>Outcomes</i>	The intended impact on the world and how the IMSA community will be different because of equity and excellence.
<i>Rationale</i>	Explains the value of Equity and Excellence and how intermediate outcomes will assist in the achievement of the long term outcome.
<i>Assumptions</i>	Conditions or resources that one believes are needed for success, and which you believe already exist and will not be problematic to maintain.
<i>Pre-Conditions</i>	They are necessary before each outcome can be achieved. Considers barriers to achievement of outcome(s).
<i>Strategies</i>	Interventions implemented to create desired change and achieve outcome(s).

This Theory of Change process was rolled out in two phases, as described below:

- Theory of Change - Phase 1 included extracting the long-term/intermediate outcomes from the Equity and Excellence Policy, drafting a rationale focused on the value of equity and excellence in relation to the Equity and Excellence Policy outcomes, and implementing a data collection process to identify assumptions, pre-conditions and strategies.
- Theory of Change - Phase 2 included having modified focus groups with IMSA departments and teams as well as students from Peer Multicultural Education, Student Council and all cultural organizations to inform them of IMSA’s progress and approach to the development of the Equity and Excellence plan, address Equity and Excellence policy questions, rank/prioritize assumptions, pre-conditions and strategies, and discuss additional department/role-specific strategies.

A Modified Focus Group (MFG), also known as Nominal Group Technique is a highly structured technique combining characteristics of an individual survey and a focus group. This approach within the context of the Theory of Change increased the likelihood of equitable participation and afforded equal influence to conflicting values and ideas.

To further inform the development of the Equity and Excellence Plan, the Equity Context Analysis Process (ECAP) was implemented. A sixty-two member IMSA team that included Cabinet, Senior Leadership Team, Curriculum and Assessment Leaders, individuals from departments not represented in those groups, parents, students and three external reviewers was coordinated to administer the ECAP. This team engaged in two professional learning experiences to build capacity to engage in the ECAP process through an equity-minded frame.

The ECAP process examined seven equity indicators, climate, environment and resources, leadership and governance, continuous improvement and inquiry, instruction and assessment, student engagement and outcomes, and family and community partnerships. The following data collection activities occurred during this process:

- ECAP Climate Surveys to better understand the diversity and inclusion climate from the perspective of students, administrators, staff, including faculty, and parents.
- Classroom Observations focused on equity-minded assessment of relationship rigor, safety, inclusion, responsiveness, curriculum instruction, instructional praxis and academic growth.



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- Faculty Interviews focused on equity-minded assessment of educational equity elements of being student-centered and cultural responsiveness.
- IMSA Building Walk-Through focused on assessment of building climate, historical and current events displayed, relationships, inclusion and safety/security.
- IMSA Internal Data which included course enrollment, discipline, co-curricular/organization involvement and demographic data by race, socio-economic status, geographic location, and biological sex.

This information was compiled by the MAP Center and allowed IMSA to take an intricate examination of inequities that exist through multiple forms of data and through the lens of a diverse group of individuals. Utilizing the Equity Context Analysis Rubric, the ECAP team analyzed, interpreted and engaged in meaning-making of the summarized ECAP data. This process supported IMSA in making summative determinations about the extent to which each equity indicator is evidenced and facilitated the identification of priorities for equity-oriented strategic planning. The following three equity indicators were identified as focal areas to achieve IMSA’s Equity and Excellence Policy outcomes:

<i>Environment and Resources</i>	Resources are distributed equitably and care is taken to ensure authentic representation of diverse people are present in learning spaces and in learning materials, so that students are provided with what they need to benefit from high quality, culturally responsive education opportunities.
<i>Leadership and Governance</i>	Shared leadership and decision-making structures are present at multiple levels of IMSA are organized to ensure participation of diverse stakeholders. There is an expressed and demonstrated focus on addressing systemic inequities
<i>Instruction and Assessment</i>	Curriculum, instruction, and assessment practices support all students in identifying and using tools and knowledge resources from multiple communities for critiquing the status quo and empowering students to make decisions that will lead to social change towards more just communities in and out of school. Instruction is differentiated to facilitate use of various modalities for acquisition and generation of knowledge or skills through experience and study.

Below is a snapshot of the data collected to inform the development of IMSA’s Equity and Excellence Plan, as put forth in the duration of this document:

Equity and Excellence Data	# of responses
Theory of Change Survey – Phase 1	119
Theory of Change Survey – Phase 2	114 respondents from 15 departments/3 teams & 99 students
ECAP Parent Survey	131
ECAP Administration Survey	8
ECAP Faculty/Staff Survey	69
ECAP Faculty Interviews	24
ECAP Classroom Observations	43
ECAP Building Walk-Through	24 individuals conducted 155 observations of 39 physical spaces (main building, residence halls, external grounds)
IMSA Fall 2019 Course Enrollment Data (by race, sex, socioeconomic status and geographic location)	21 Math and Science Courses
IMSA Student Diversity Climate Survey	4 years of data, average response rate = 526



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Equity and Excellence Plan Policy Outcome #1

Providing professional learning that continuously develops the Cultural Competence and equity awareness of staff, including faculty, as well as board members and external partners.

<i>Rationale</i>	<i>Strategies</i>				<i>Scorecard</i>
	<i>#</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	
<p>According to the Equity Context Analysis Process, only 46% of staff and 38% of administrators believed there was ongoing support for professional learning and growth for all educators, staff members and administrators that is aligned with strategic improvement efforts, is job-embedded, and includes coaching and mentoring. While most believed that educational equity is centered as a cross-cutting tenet in all professional learning experiences, the Theory of Change data collection process suggested that professional learning is too general, surface-level, and does not include practical application. The ECAP further said that while there is rhetoric about advancing educational equity, there appears to be a lack of understanding of what equity is and specific instructional and curricular practices that would lead to equitable outcomes for all students. It was suggested that IMSA provides time for professional learning that extends beyond theory and is inclusive of discipline specific practical application strategies and techniques. This should include on-going assessment of equity-mindedness and cultural competence. Based on the IMSA Student Diversity Climate survey which states that over four years of data, approximately 1/3 of Black students do not feel safe on campus because of their race, along with 30 years of stories shared on Black at ISMA by IMSA students, alum, current and former staff/faculty that discuss an institutional culture of racism at IMSA, an anti-racist professional learning agenda is being put forth.</p>	1.1	Build the capacity of IMSA staff, including faculty to be equity-minded and culturally competent by providing department/discipline specific professional learning opportunities.	Continue to build capacity of IMSA staff, including faculty focused on the practical application of equity-mindedness and cultural competence in teaching and learning.	Provide on-going coaching, mentoring and support to continue advancing to higher levels of understanding and intentional application of equity-mindedness and cultural competence in teaching and learning.	Intercultural Development Inventory (IDI)
	1.2	Use existing qualitative and quantitative evidence to demonstrate the need to engage in anti-racist professional learning with the goal of achieving racial equity. Then utilize the Racial Equity Theory of Change to inform, implement and build the capacity of Senior Leadership Team and Academic Discipline Teams to engage their respective teams in an anti-racist professional learning agenda.	Communicate the expectation to and continue building the capacity of Senior Leadership Team and Academic Discipline Teams to engage their respective departments/disciplines in anti-racist professional learning. This includes an emphasis on engaging with identity-based literacy to reduce the extra "invisible tax" placed on People of Color to improve conditions.	Provide ongoing coaching, mentoring and support as departments/disciplines engage in anti-racist teaching and learning.	
	1.3	Provide professional learning to Center for Teaching and Learning and IN2 to build their capacity to develop and implement equity-centered professional learning opportunities for IMSA partners.	Continue building capacity, examine current and new professional learning offerings to external partners through an equity lens, and reimagine offerings through that lens.	Through Center for Teaching and Learning, provide equity-minded professional learning experiences for external partners.	



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Equity and Excellence Plan Policy Outcome #2

Implementing strategies to recruit support and retain Culturally, Linguistically and Economically Diverse groups and support and retain Marginalized groups.

<i>Rationale</i>	<i>Strategies</i>				<i>Scorecard</i>
	<i>#</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	
Based on findings from the Equity Context Analysis Process, approximately 1/3 of students feel unsafe at IMSA because of their race or sexual orientation. It was further reported that racist and homophobic remarks were regularly heard at IMSA, and when adults were present, nearly 50% of the time, they do not intervene. During the school building walk-through, 30% agreed/strongly agreed that the building climate is not student and family centered, nor does it facilitate a safe and inclusive learning environment. The Theory of Change data suggested that IMSA needs to create a welcoming and inclusive environment that creates equity focused support plans. Based on the IMSA Student Diversity Climate survey which states that over four years of data, approximately 1/3 of Black students do not feel safe on campus because of their race, along with 30 years of stories shared on Black at ISMA by IMSA students, alum, current and former staff/faculty that discuss an institutional culture of racism at IMSA, an anti-racist student education agenda is being put forth.	2.1	Recruitment: Examine and revamp the Admissions Recruitment Strategy through an equity lens and with representation goals.	Recruitment: Implement equity-minded and differentiated recruitment strategy, being intentional about equitable access.	Recruitment: Monitor and measure CLED recruitment progress through an equity lens.	Blueprint for Enrolling a Diverse Student Body, Establishing Admissions Criteria that balances Experiences, Attributes, and Metrics (EAM) Developmental Cycle, STEM Equity Program Evaluation Rubric
	2.2	Support: Create a comprehensive, equity-minded educational program that is rooted in social justice and develops cultural competence, with an intentional focus on anti-racist education.	Support: Implement equity-minded educational program for students that is rooted in social justice and develops cultural competence, with an intentional focus on anti-racist education.	Support: Continue to implement equity-minded educational program and evaluate student growth.	Student Diversity Climate Survey/ Trauma Responsive School Implementation Assessment/ Centering Equity in Social Emotional Learning/Bias Incident Review
	2.3	Retention: Reduce the number of CLED and other marginalized students who do not feel safe on campus by developing a plan to assist them in transitioning into and through IMSA.	Retention: Implement process to assist CLED and other marginalized students in transitioning into and through IMSA.	Retention: Monitor and evaluate process to assist CLED and other marginalized students in transitioning into and through IMSA.	



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Equity and Excellence Plan Policy Outcome #3

Differentiating resources as necessary to provide every student with access to Culturally Competent pedagogy, curriculum, co-curriculum, support, facilities and other educational resources with an ultimate goal of achieving Excellence.

<i>Rationale</i>	<i>Strategies</i>				
	#	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Scorecard</i>
<p>The Equity Context Analysis Process yielded that culturally responsive teaching is not evident approximately 50% of the time (score = 344/696). It was agreed upon by 50% of parents and observed during classroom interactions that 21% of the time instruction is not relevant to nor representative of students' lived experiences and personal identities, or builds upon students' prior knowledge. While curricular materials fostering an understanding and appreciation of students own cultural histories and practices, as well as those of groups different from themselves were only observed 19% of the time during classroom observations; instruction and assessments are differentiated and adjusted to address a continuum of student learning rates, interests, funds of knowledge, and assets, were observed 73% of time during classroom observations and agreed upon by 70% of parents. As observed, positive representations of diverse peoples (e.g., lived experiences, personal identities, and worldviews) are not present throughout IMSA in texts, displays, and materials, and experiences of historically marginalized groups are not represented accurately, evident 47% of the time during classroom interactions, 58% of the time during school building walk-through and agreed upon by 69% of parents. It was further observed that sufficient structures are not in place to ensure cultural, socio-emotional, physical, and intellectual safety in the learning community, observed 36% of time during school building walk-through and 14% of time during classroom observations. The ECAP also yielded significant inequities across CLED populations in access to some STEM offerings. From the Theory of Change process, it was suggested that IMSA creates a common understanding of what cultural competence looks like in practice and provide related professional learning, as well as ensure faculty understand their audience, include culturally relevant language/culturally relevant examples and "problem sets", so that equity and excellence is demonstrated in all learning offerings.</p>	3.1	Apply learnings from professional development to begin revising current curriculum to be culturally responsive by framing the value of differentiation within the context of the achievement of educational equity.	Implement revised culturally responsive curriculum, including asset-based racial identity development and equitable grading that is framed by the value of differentiation within the context of the achievement of educational equity.	Provide on-going coaching, mentoring and support in the implementation of a culturally responsive curriculum, as well as assess the students experiences with said curriculum to inform its' evolution.	STEM Education Equity Analysis Tool/Equitable Distribution of Effective Educators: Systems Analysis Tool
	3.2	Examine access to culturally responsive and differentiated academic, social-emotional, and assistive supports and create a plan (faculty-staff collaboration) to achieve equity.	Implement a plan to improve access to culturally responsive and differentiated academic, social-emotional, and assistive supports, with the goal of achieving equity.	Measure the level of institutionalization of a cultural responsive and differentiated academic, social-emotional, and assistive supports, through an equity-minded frame.	Trauma Responsive School Implementation Assessment/Centering Equity in Social Emotional Learning
	3.3	Access and Meaningful Participation: Improve access by creating a pathway for CLED students to meaningfully participate in higher level/advanced STEM courses, leadership positions, academic/social-emotional supports, etc.	Access and Meaningful Participation: Continue to strengthen pathway for CLED students and broaden the curriculum to include more courses that consider the diversity of cultures, ideas and perspectives that will contribute to meaningful participation in and center the voices of CLED and marginalized students in the curriculum.	Access and Meaningful Participation: Measure progress of CLED student pathway and continue to broaden the curriculum to include an international context and globalization.	CLED Student STEM course enrollment data



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Equity and Excellence Plan Policy Outcome #4

Supporting research, scholarship and innovative expression of staff, including faculty as well as external partners that either address or promote the Equity and Excellence Model.

<i>Rationale</i>	<i>Strategies</i>				
	#	Year 1	Year 2	Year 3	Scorecard
According to the Equity Context Analysis Data Process, 58% of staff and 67% of administration do not agree that evidence-based support systems are implemented to increase the likelihood of successful implementation of innovations, and are perceived by building leadership and staff to be helpful. This suggests that there needs to be structures in place to collect, hold, and disseminate data. In addition, the Theory of Change discussed the need to remove barriers that interfere with students and staff, including faculty engaging in research, scholarship and innovative expression.	4.1	Develop and strengthen the resources and infrastructure to support the highest level of equitable and inclusive research, scholarship and innovative expression that addresses issues of diversity, equity, inclusion and anti-racism.	Provide on-going support for the creation and sharing of research, scholarship and innovative expression that addresses issues of diversity, equity, inclusion and anti-racism.	Increase IMSA's presence and leadership in national and international research, scholarship and innovative expression groups and publications.	Contributions to the Body of Knowledge
	4.2	Examine current IMSA research, scholarship, and innovative expression offerings (e.g. SIR, Internships, etc.) for students through an equity lens and reimagine accordingly.	Institutionalize research, scholarship, and innovative expression experiences, so that CLED and other marginalized students have access to said experiences.	Evaluate the experiences of CLED and other marginalized students while engaged in research, scholarship, and innovative expression.	SIR and IN2 CLED student participant data



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Equity and Excellence Plan Policy Outcome #5

Developing and using an equity lens when considering major policies, programs, practices, or decisions in order to realize more equitable outcomes.

<i>Rationale</i>	<i>Strategies</i>				
	#	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Scorecard</i>
<p>The ECAP yielded an Equity Dimension Score, in which IMSA received 344/696 for Culturally Responsive Teaching and 569/762 for Student Centered Learning. In fact, teacher interviews demonstrated a lack of understanding between the difference of equality and equity, and most had an underlying belief that educational equity happened organically. In addition, it was found that only 22% of parents, 37% of staff and 46% of administrators believed that school improvement efforts focus on changing policies, systems, and adult practices to better support students rather than ‘fixing’ students, and are coordinated such that efficiencies are optimized and redundancies are minimized.</p>	5.1	Develop an equity lens to examine current and forthcoming policies, practices, curriculum, programs, services, and resources.	Communicate about and provide training on the equity lens with the expectation that all departments/disciplines examine their current and forthcoming policies, practices, curriculum, programs, services, and resources through that lens, to build educational and race equity. Then create, communicate and maintain robust accountability systems in the form of performance indicators.	Provide on-going support as departments/disciplines reimagine and design policies, practices, curriculum, programs, services, and resources to achieve equity and measure progress.	Policy Equity Analysis Tool/Anti-Harassment Policy Review Tool
	5.2	Develop a process to collect, organize, analyze and make meaning of diversity, equity and inclusion related institutional data, including data from the equity lens examination of department/discipline specific policies, practices, programs, services, and resources.	Begin to collect and organize diversity, equity and inclusion related institutional data, including data from the equity lens examination of department/discipline specific policies, practices, programs, services, and resources.	On-going collection, organization, analysis and meaning making of data, with a specific focus on demonstration of progress and growth in achieving equity.	Equity Scorecard



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Equity and Excellence Plan Policy Outcome #6

Addressing Culturally, Linguistically and Economically Diverse and gender-based STEM education/career gaps by developing student and professional programs and services, as well as conducting research, that will inform strengthening and diversifying the STEM education to career pipeline.

<i>Rationale</i>	<i>Strategies</i>				
	#	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Scorecard</i>
<p>The Theory of Change data suggests that IMSA examine the impediments that lead to CLED/gender gaps in STEM fields. Then address, confront and disrupt the racial and gender bias that exists in STEM education and careers. It further stated that IMSA's Center for Teaching and Learning needs to have more representation across the State of Illinois to share the value of diversifying STEM and STEM equity to solve the problems of the world</p>	6.1	<p>Examine the body of literature around racially and gender-based STEM inequities to create understanding and learn about best practices, including the D-STEM Equity Model to minimize the gap that will inform the revamping of current and development of new programs focused on achieving equity.</p>	<p>Implement STEM programs designed to achieve racial and gender STEM equity and continue to build upon D-STEM Equity Model by creating a racially based STEM potential identification protocol and a culturally responsive STEM curriculum.</p>	<p>Create STEM education to career pathway through partnerships to ultimately achieve racial and gender equity in STEM careers as well as pilot, package and share D-STEM equity model with related identification protocol and curriculum.</p>	<p>STEM Equity Program Evaluation Rubric</p>



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Equity and Excellence Plan Policy Outcome #7

Implementing strategies based on the Equity and Excellence Model to recruit, support and retain staff, including faculty, as well as board members and external partners.

<i>Rationale</i>	<i>Strategies</i>				
	<i>#</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Scorecard</i>
Through the ECAP classroom observations, it was found that 80% of teachers observed were White. In addition, IMSA data indicates the following in terms of faculty demographics: 79% White, 0% Black, 7% Latino, and 14% Asian. When asked about availability of leadership mentoring programs at the school, only 13% of Administrators, 63% of faculty, and 50% of staff responded yes.	7.1	Recruitment: Develop and implement an equity-focused staff, including faculty recruitment plan, inclusive of representation goals.	Recruitment: Provide on-going professional learning for search committee members, for incorporating best practices (implicit bias, critical race theory, cultural competence) on diversity, equity and inclusion in the hiring and advancement of staff, including faculty.	Recruitment: Monitor and assess equity-focused staff, including faculty recruitment plan.	The Institutional Model for Increasing Faculty Diversity and Self-Assessment Tool
	7.2	Support/Retention: Develop a process that assists staff, including faculty with transition into and through IMSA by building upon best practices in mentoring and academic/career support, ensuring that talent is nurtured.	Support/Retention: Implement process that assists staff, including faculty with transition into IMSA, and retention, by building upon best practices in mentoring and academic/career support, ensuring that talent is nurtured.	Support/Retention: Monitor and access process that assists individuals with transition into IMSA with the ultimate goals of development, advancement and retention.	Engagement Survey

ISMA's Equity and Excellence Plan
2020-2025

The Academy recognizes and acknowledges the historical underrepresentation and marginalization of culturally, linguistically, and economically diverse groups, both nationally and globally, in STEM education and professions. These disparities also exist in the representation of the Academy's workforce. We are committed to advancing equity in STEM education and representation and creating a diverse, inclusive community of global citizens who can realize their full potential, and across our mission to advance the human condition, through a model of Equity and Excellence.

ISMA Pillar	ISMA Priority Outcome	Equity and Excellence Policy Outcome	Rationale - What does the Data Say? Theory of Change (TOC) and Equity Context Analysis Process (ECAP)	Strategies	Equity and Excellence Scorecard	Responsible Parties											
				Year 1	Timeline (Month/Quarter/Year)												
Develop Educator STEM Proficiency	Providing professional learning that consistently develops the Culture Competence and equity awareness of staff including equity as well as social-emotional and universal practices	According to the Equity Context Analysis Process, only 46% of staff and 38% of administrators believe there was ongoing support for professional learning and growth for educators, staff members and administrators that is aligned with strategic improvement efforts in job-related and includes coaching and mentoring. Most agreed that educational equity is centered in a co-teaching model in all professional learning, the Theory of Change data collection process suggested that professional learning is too general, surface-level, and does not include practical application. The ECAP further said that while there is interest about advancing educational equity, there appears to be a lack of understanding of what equity is and specific instructional and curricular practices that would lead to equitable outcomes for all students. It was suggested that ISMA provides time for professional learning that extends beyond theory and includes of explicit, specific, practical application strategies and techniques. This should include on-going assessment of equity-mindedness and cultural-competence. Based on the ISMA Student Diversity Climate survey which states that over four years of data, approximately 1/3 of Black students do not feel safe on campus because of their race, along with 30 years of stories shared on Black at ISMA by ISMA students, staff, current and former staff/faculty that discuss an institutional culture of racism at ISMA, an anti-racist professional learning agenda is being put forth.	<p>Strategy # Equity Indicators</p> <p>Year 1</p> <p>1.1 Leadership and Governance</p> <p>Build the capacity of ISMA staff including faculty to be equity-minded and culturally competent by providing department/discipline specific professional learning opportunities.</p> <p>1.2 Leadership and Governance</p> <p>Use existing qualitative and quantitative evidence to determine the need to engage in anti-racist professional learning with the goal of achieving racial equity. Then utilize the Racial Equity Theory of Change to inform, implement and build the capacity of Senior Leadership Team and Academic Discipline Teams to engage their respective department/discipline in anti-racist professional learning agenda.</p> <p>1.3 Environment and Resources</p> <p>Provide professional learning for Center for Teaching and Learning (CTL) and Center for Innovation and Inquiry (CII) to build their capacity to develop and implement equity-oriented professional learning opportunities for ISMA partners.</p>	<p>Year 1</p> <p>1.1 Led by the Principal's Office, all faculty will engage in on-going professional learning on racism, then applying each domain of the Dimension Framework through a lens of equity and cultural responsiveness.</p> <p>1.2 Led by the Office of Diversity, Equity and Inclusion, each non-academic department will engage in on-going professional learning on bias, educational equity, equity-mindedness, social justice, and cultural competence from a theoretical and practical perspective that is anti-racist.</p> <p>1.3 Led by discipline and educational equity experts, all faculty will engage in discipline specific professional learning around culturally responsive pedagogy.</p> <p>1.4 Led by Senior Leadership Team and Academic Discipline Teams, each department will study articles, books and/or sample materials of culturally competent materials within their specific area. They will conduct an English Language Learner (ELL) course for English faculty, articles on the digital divide for the school department, history of anti-racism work for the math faculty, etc) and apply their learning to work products within their role.</p> <p>1.5 Led by Cabinet, Senior Leadership Team and Academic Discipline Teams will engage in common book study/discussion using White Fragility, Bryan W. Kwan's How to be an Anti-Racist and Storylines from the Beginning: The Definitive History of Race in America.</p> <p>1.6 Led by Senior Leadership Team, their respective department will engage in a common book study and discussion using White Fragility.</p> <p>1.7 Led by experts in STEM, STEM Equity and Culturally Responsive Pedagogy, engage CTL and CII staff in professional learning around equity-minded curriculum examination and culturally responsive STEM pedagogy.</p> <p>1.8 Led by experts in STEM, STEM Equity and Culturally Responsive Pedagogy, engage CTL and CII staff in professional learning on the design and facilitation of Culturally Responsive STEM Curriculum.</p>	<p>Months 1 - 3/Months 4 - 6</p> <p>Months 1 - 3/Months 4 - 6</p> <p>Months 4 - 6/Months 7 - 9</p> <p>Months 4 - 6/Months 7 - 9</p> <p>Months 1 - 3/Months 4 - 6</p> <p>Months 4 - 6/Months 7 - 9</p> <p>Months 1 - 3/Months 4 - 6</p> <p>Months 4 - 6/Months 7 - 9</p>	<p>Cabinet, Principal's Office, Senior Leadership Team, Office of Diversity, Equity and Inclusion, Academic Discipline Teams</p> <p>Instructional Development Inventory (IDI)</p> <p>Cabinet, Senior Leadership Team</p> <p>Center for Teaching and Learning, Center for Innovation and Inquiry</p>											
			Broaden Student Interest and Participation	Implementing strategies to recruit, support and sustain students with diverse backgrounds and experiences. Diversify groups and support staff and faculty to be equity-minded and culturally competent.	<p>21 Environment and Resources/ Recruitment and Assessment</p> <p>Recruitment Examine and revamp the Admission Recruitment Strategy through an equity lens with representation goals.</p> <p>22 Environment and Resources/ Recruitment and Assessment</p> <p>Support Create a comprehensive, anti-racist educational program that is rooted in social justice and develops cultural competence, with an intentional focus on anti-racist education.</p> <p>23 Environment and Resources/ Recruitment and Assessment</p> <p>Recruitment: Reduce the number of CLEED and other marginalized students who don't feel safe on campus by developing a plan to assist them in transitioning into and through ISMA.</p>	<p>Year 1</p> <p>Through reaching led by the Office of Diversity, Equity and Inclusion, build the equity of the Admission Team to implement differentiated admission practices through the redesign of recruitment and CLEED students currently diverse cultural, linguistic, and accessible, as well as which application criteria that balances experiences, attributes, and metrics and implementation of culturally responsive holistic review process.</p> <p>Align pre-existing ISMA programs (PROBSE, CTL, CII) to create a STEM program pathway that provides CLEED students at ISMA using the DIVERSITY Equity Model as a framework.</p> <p>Host a (combination of Diversity, Equity and Inclusion) whose primary responsibility is to create and pilot an advisory year round DEI-related student learning experience to include Excellence and Critical Race Theory, experiential Teaching and Learning for Social Justice as a guide.</p> <p>Examine current and develop new academic/social-emotional support through an equity lens.</p> <p>Create virtual/physical "safe spaces" for students.</p> <p>Be intentional about providing positive and equitable representation in texts, displays, materials, programs, presentations.</p> <p>Strategically and intentionally approach advisors and advisors, as well as utilize Train Coaches to monitor and build individual relationships with students.</p>	<p>Months 1 - 3/Months 4 - 6</p> <p>Months 4 - 6/Months 7 - 9</p> <p>Months 1 - 3/Months 4 - 6</p> <p>Months 1 - 3/Months 4 - 6</p> <p>Months 4 - 6/Months 7 - 9</p> <p>Months 4 - 6/Months 7 - 9</p> <p>Months 4 - 6/Months 7 - 9</p>	<p>Blueprint for Entering a Degree Student Body, Establishing Admissions Criteria that balances Experiences, Attributes, and Metrics (EAM) Development Cycle/Judgment of Disposition in Access to Educational Opportunities</p> <p>Admissions, PROMISE, CTL, DEI</p> <p>STEM Equity Program Evaluation Rubric</p> <p>Admissions</p> <p>Office of Diversity, Equity and Inclusion, Student Life, Residential Life</p> <p>Student Diversity Climate Survey/ Trainee Repetition School Implementation Assessment/ Gateway Equity in Social Emotional Learning/ The Resident Review</p> <p>Principal's Office, CAC, HR, Strategic Team, Student Life, Faculty, Resident Counselors, DEI</p>									
					Develop Student STEM Thinking	Differentiating instruction is necessary to provide every student with access to Culturally Competent pedagogy, equity-mindedness, and social-emotional and universal practices that support the equity and excellence model.	<p>31 Instruction and Assessment</p> <p>The Equity Context Analysis Process revealed that culturally responsive teaching is evident approximately 60% of the time (score = 346/500). It was agreed upon by 50% of parents and observed during classroom observations that 27% of the time instruction is not relevant to students' lived experiences and personal identities or builds upon students' prior knowledge. Which, curricular materials focusing on understanding and appreciation of students' own cultural histories and practices, as well as those of groups different from themselves were only observed 10% of the time during classroom observations, intentional and assessment are differentiated and aligned to address a continuum of students' learning needs, interests, funds of knowledge, and assets were observed 70% of time during classroom observations and agreed upon by 70% of parents. As observed, positive representations of diverse people (e.g. lived experiences, personal identities, and world views) are not present throughout ISMA in texts, displays, and materials. The majority of diverse students (marginalized groups) are not represented accurately, evident 47% of the time during classroom observations, 50% of the time during school building through and agreed upon by 60% of parents. It was further observed that different representations are in place to ensure cultural, emotional, physical, and intellectual safety in the learning community, 60% of time during school building, with 40% of time during classroom observations. The ECAP also indicated significant progress across CLEED populations in access to STEM offerings from the Theory of Change process, it was suggested that ISMA create a common understanding of what cultural competence looks like in practice and provide related professional learning as well as ensure faculty understand their students, include culturally relevant language/culturally relevant examples and "problems set" so that equity and excellence is demonstrated in all learning offerings.</p> <p>32 Environment and Resources/ Instruction and Assessment</p> <p>Examine across culturally responsive and differentiated academic, social-emotional and academic support and ensure faculty-faculty collaboration to achieve equity.</p> <p>33 Environment and Resources/ Instruction and Assessment</p> <p>Access and Meaningful Participation: Improve access by creating a pathway for CLEED students to meaningfully participate in high-level advanced STEM courses and leadership positions, academic/social-emotional opportunities, etc.</p>	<p>Year 1</p> <p>Examine Discipline Framework through a lens of equity and cultural responsiveness.</p> <p>Apply learning from professional development to begin revising current curriculum to be culturally representative by focusing on the value of differentiation from the context of the achievement of educational equity.</p> <p>Design instruction and assessment that uses community funds of knowledge.</p> <p>To inform the implementation of equity-minded and differentiated practices, build focus groups and advisory teams to students to understand their experiences with accessing academic and social-emotional supports (writing center, math tutor, career study, career resources, technology, translation, security, etc.)</p> <p>Revise the Strategies Team and CAC, utilize as be student-centered, use asset-based language, and demonstrate equity mindsets.</p> <p>The Dean of Student Support and Equity will lead a task force that includes CLEED and marginalized students to review culturally responsive academic supports.</p> <p>Implement recommendations from program review.</p> <p>Revisions placement process and redesign curriculum (problem sets)</p> <p>Create and implement a summer access to placement exams for CLEED students to fast track into higher level courses rather than solely relying on pre-requisite courses.</p> <p>Create and implement gateway to a hybrid course/program prior to enrollment.</p> <p>Analyze students throughout course on an on-going basis (black students).</p>	<p>Months 4 - 6</p> <p>Months 4 - 6</p> <p>Months 7 - 9</p> <p>Months 1 - 3</p> <p>Months 4 - 6</p> <p>Months 7 - 9</p> <p>Months 1 - 3</p> <p>Months 4 - 6</p> <p>Months 7 - 9</p> <p>Months 1 - 3</p> <p>Months 1 - 3/Months 4 - 6</p> <p>Months 4 - 6/Months 7 - 9</p>	<p>STEM Education Equity</p> <p>Analysis Tool/ Handbook/ Distribution of Services/ Educator Systems Analysis Tool</p> <p>Principal's Office, Faculty</p> <p>Principal's Office, CAC, HR, Strategic Team, Academic Discipline Implementation/ Gateway Equity in Social Emotional Learning</p> <p>Office of DEI, CTL, EML, Facilities, Security</p> <p>Principal's Office, Health, Admissions, L&L, Office of Institutional Research</p>							
							Strengthen Identity as a Learning Community	Supporting research, scholarship and innovative approaches of staff including faculty as well as external partners that either address or promote the Equity and Excellence Model.	<p>41 Leadership and Governance</p> <p>According to the Equity Context Analysis Process, 90% of staff and 70% of administration do not agree that educational support systems are implemented to increase the likelihood of successful implementation of innovation, and are prevented by building leadership and staff to be included. This suggests there needs to be structures in place to collect, hold, and disseminate data. In addition, the Theory of Change discussed the need to ensure barriers that interfere with students and staff, including faculty engaging in research, scholarship and innovation activities.</p> <p>42 Environment and Resources</p> <p>Examine current ISMA research, scholarship and innovation opportunities (e.g. SRJ, Inequality, etc) for understanding an equity lens and designing accordingly.</p>	<p>Year 1</p> <p>Develop and strengthen the resources and infrastructure to support the highest level of equitable and inclusive research, scholarship and innovation opportunities that addresses issues of diversity, equity, inclusion and anti-racism.</p> <p>Examine current ISMA research, scholarship and innovation opportunities (e.g. SRJ, Inequality, etc) for understanding an equity lens and designing accordingly.</p>	<p>Year 1</p> <p>Interview "who" participants on best practices on how they incorporate DEI work in their scholarship and innovative approaches and their data for ISMA.</p> <p>Build upon the DEI contributions to the body of knowledge by creating a website space that shares current related research, scholarship and innovation with the DEI and Innovation Policy and Data.</p> <p>Workshop and share with educational centers the process the ISMA body to create for Equity and Excellence Policy and Data.</p> <p>Create a plan to propose the SRJ (Inequality)/Independent Study to examine a mandatory aspect of the academic program.</p> <p>Actively research CLEED STEM domains and professionals as well as increase the number of minority research business the partner with ISMA to provide CLEED students with increased opportunity to engage in research, scholarship and innovation activities.</p>	<p>Months 1 - 3</p> <p>Months 1 - 3/Months 4 - 6</p> <p>Months 4 - 6/Months 7 - 9</p> <p>Months 1 - 3/Months 4 - 6</p> <p>Months 1 - 3/Months 4 - 6</p> <p>Months 4 - 6/Months 7 - 9</p>	<p>Office of DEI, HR, OR, NS, SR, Principal's Office</p> <p>Contribution to the Body of Knowledge</p> <p>Principal's Office, SR, NS, HR, OR</p> <p>SRJ and NS2 CLEED student participants data</p>				
									Operational Capacity	Developing and using an equity lens when considering major policies, programs, practices, or activities in order to make more equitable outcomes.	<p>51 Leadership and Governance</p> <p>The ECAP yielded an Equity Dimension Score, in which ISMA received 104/100 on Culturally Responsive Teaching and 60/72 for Student-Centered Learning. In fact, further interviews demonstrated a lack of understanding between the difference of equity and equity, and most had an underlying belief that educational equity happened organically. In addition, it was found that only 20% of parents, 70% of staff and 40% of administration believed that school improvement efforts focus on strengthening policies, systems, and adult practices to better support students rather than "fixing" students, and are coordinated such that efficiencies are optimized and redundancies are minimized.</p> <p>52 Leadership and Governance</p> <p>Develop a process to collect, organize, analyze and share meaning of diversity, equity and inclusion related institutional data, including data from the equity lens examination of department/discipline specific policies, practices, programs, services, and resources.</p>	<p>Year 1</p> <p>Create ISMA's equity lens and respective values to examine current and forthcoming policies, practices, curriculum, programs, services, and resources.</p> <p>Show the equity lens with the ISMA community and provide professional learning around its application.</p> <p>The Office of DEI will provide consultation services to each department/discipline/unit as they engage with the tool to examine current and forthcoming policies, practices, curriculum, programs, services, and resources.</p> <p>Create an ISMA personalized Equity and Excellence Scorecard that is a compilation of measurements for each strategy.</p>	<p>Year 1</p> <p>Disaggregate the CERA data by all sub-groups to identify any inequities and create a plan to address them.</p> <p>Adopt the Resonance Rule, to that covers faculty reporting responses interesting at least two candidates who identify as People of Color (Black, Latinx, or Asian).</p> <p>Create faculty pathway program of faculty development institute, diverse fellows, writing scholars, equity scholar, advisor faculty, student teachers. In addition, create new faculty position that teach cultural-related studies.</p> <p>Partner with HR/CII (specifically with Department of Education), HR, and Tribal Colleges, work CLEED focused professional development opportunities.</p> <p>Establish a process of "diverse hiring" to recruit diverse candidates with interdisciplinary backgrounds.</p> <p>Create a professional development program in which members of the Senior Leadership Team and Academic Discipline Teams volunteer or recommend someone from their department to serve as mentors for new employees.</p> <p>Offer professional learning/showing opportunities for staff, including faculty.</p>	<p>Months 1 - 3</p> <p>Months 4 - 6/Months 7 - 9</p> <p>Months 1 - 3</p> <p>Months 4 - 6/Months 7 - 9</p> <p>Months 1 - 3/Months 4 - 6</p> <p>Months 4 - 6/Months 7 - 9</p> <p>Months 1 - 3/Months 4 - 6</p> <p>Months 4 - 6/Months 7 - 9</p> <p>Months 1 - 3/Months 4 - 6</p> <p>Months 4 - 6/Months 7 - 9</p>	<p>Policy Equity Analysis Tool/ Non-Elementary Policy Review Tool</p> <p>Cabinet, DEI, OPA, OR</p> <p>Equity Scorecard</p> <p>OR, DEI</p> <p>STEM Equity Program Evaluation Rubric</p> <p>CTL, NS, DEI, PROMISE</p> <p>Human Resources, DEI</p> <p>Engagement Survey</p>		
											Stakeholder Engagement	Implementing strategies based on the Equity and Excellence Model to recruit, support and sustain students with diverse backgrounds and experiences. Diversify groups and support staff and faculty to be equity-minded and culturally competent.	<p>61 Environment and Resources</p> <p>The Theory of Change data suggest that ISMA examines the implications that lead to CLEED students in STEM fields. This includes, confidence and disrupt the racial and gender bias that exists in STEM education and careers. In further detail, the ECAP found that ISMA's current Teaching and Learning needs to have more representation across the State of Illinois to raise the value of diversifying STEM and STEAM equity to solve the problems of the world.</p> <p>71 Environment and Resources</p> <p>Recruitment: Develop and implement a equity-focused staff including faculty recruitment plan, including of representation goals.</p> <p>72 Environment and Resources</p> <p>Support/Recreation: Develop a process that assess staff, including faculty with transition into and through ISMA building upon best practices in recruiting and retaining diverse staff, including equity and academic/career supports, ensuring the others are sustained.</p>	<p>Year 1</p> <p>Examine the body of literature around racial and gender-bias STEM inequities to create understanding and learn about best practices, including the DIVERSITY Equity Model to minimize the gaps that will inform the reimagining of current and development of new programs focused on achieving equity.</p>	<p>Year 1</p> <p>Disaggregate the CERA data by all sub-groups to identify any inequities and create a plan to address them.</p> <p>Adopt the Resonance Rule, to that covers faculty reporting responses interesting at least two candidates who identify as People of Color (Black, Latinx, or Asian).</p> <p>Create faculty pathway program of faculty development institute, diverse fellows, writing scholars, equity scholar, advisor faculty, student teachers. In addition, create new faculty position that teach cultural-related studies.</p> <p>Partner with HR/CII (specifically with Department of Education), HR, and Tribal Colleges, work CLEED focused professional development opportunities.</p> <p>Establish a process of "diverse hiring" to recruit diverse candidates with interdisciplinary backgrounds.</p> <p>Create a professional development program in which members of the Senior Leadership Team and Academic Discipline Teams volunteer or recommend someone from their department to serve as mentors for new employees.</p> <p>Offer professional learning/showing opportunities for staff, including faculty.</p>	<p>Months 1 - 3/Months 4 - 6</p> <p>Months 4 - 6/Months 7 - 9</p> <p>Months 1 - 3/Months 4 - 6</p> <p>Months 4 - 6/Months 7 - 9</p> <p>Months 1 - 3/Months 4 - 6</p> <p>Months 4 - 6/Months 7 - 9</p> <p>Months 1 - 3/Months 4 - 6</p> <p>Months 4 - 6/Months 7 - 9</p>	<p>Human Resources, DEI</p> <p>Human Resources, DEI</p> <p>Human Resources, DEI</p> <p>Engagement Survey</p>

IMSA's Equity and Excellence Plan

Long-Term Outcome:

The Academy recognizes and acknowledges the historical underrepresentation and marginalization of culturally, linguistically, and economically diverse groups, both internally, and particularly, in STEM education and professions. These disparities also exist in the representation of the Academy's workforce. We are committed to advancing equity in STEM education and representation and creating a diverse, inclusive community of global citizens who can realize their full potential, and secure our mission to advance the human condition, through a model of Equity and Excellence.

IMSA Pillars	IMSA Priority Outcome	Equity and Excellence Policy Outcomes	Rationale - What does the Data Say? Theory of Change (TOC) and Equity Context Analysis Process (ECAP)	Strategies			Equity and Excellence Scorecard	Responsible Parties		
				Strategy #	Equity Indicator	Year 1			Year 2	Year 3
Develop Educator STEM Proficiency		Providing professional learning that continuously develops the Cultural Competence and equity awareness of staff, including faculty, as well as board members and external partners.	According to the Equity Context Analysis Process, only 40% of staff and 38% of administrators believed there was ongoing support for professional learning and growth for all educators, staff members and administrators that is aligned with strategic improvement efforts... a job-embedded, and includes coaching and mentoring. While most believed that educational equity is centered as a cross-cutting lens in all professional learning experiences, the Theory of Change data collection process suggested that professional learning is too general, surface-level, and does not include practical application. The ECAP further said that while there is rhetoric about advancing educational equity, there appears to be a lack of understanding of what equity is and specific instructional and curricular practices that would lead to equitable outcomes for all students. It was suggested that IMSA provides time for professional learning that extends beyond theory and is inclusive of discipline specific practical application strategies and techniques. This should include ongoing assessment of equity-mindedness and cultural competence. Based on the IMSA Student Diversity Climate survey which states that over four years of data, approximately 11% of Black students do not feel safe on campus because of their race along with 30 years of stories shared on Black at ISMA by IMSA students, alum, current and former staff faculty that discuss an institutional culture of racism at IMSA, an anti-racist professional learning agenda is being put forth.	1.1	Leadership and Governance	Build the capacity of IMSA staff, including faculty to be equity-minded and culturally competent by providing department/discipline specific professional learning opportunities.	Continue to build capacity of IMSA staff, including faculty focused on the practical application of equity-mindedness and cultural competence in teaching and learning.	Provide on-going coaching, mentoring and support to continue advancing to higher levels of understanding and intentional application of equity-mindedness and cultural competence in teaching and learning.	Cabinet, Principals' Office, Senior Leadership Team, Office of Diversity, Equity and Inclusion, Academic Discipline Teams	
				1.2	Leadership and Governance	Use existing qualitative and quantitative evidence to demonstrate the need to engage in anti-racist professional learning with the goal of achieving racial equity. Then utilize the Racial Equity Theory of Change to inform, implement and build the capacity of Senior Leadership Team and Academic Discipline Teams to engage their respective departments/disciplines in anti-racist professional learning agenda.	Communicate the expectation to and continue building the capacity of Senior Leadership Team and Academic Discipline Teams to engage their respective departments/disciplines in anti-racist professional learning. This includes an emphasis on engaging with identity based literacy to reduce the extra "invisible tax" placed on People of Color to improve conditions.	Provide ongoing coaching, mentoring and support to continue advancing to higher levels of understanding and intentional application of equity-mindedness and cultural competence in teaching and learning.	Intercultural Development Inventory (IDI)	Cabinet, Senior Leadership Team
				1.3	Environment and Resources	Provide professional learning to Center for Teaching and Learning and IN2 to build their capacity to develop and implement equity-oriented professional learning opportunities for IMSA partners.	Continue building capacity and examine current and new professional learning offerings to external partners through an equity lens and reimagine offerings through that lens.	Through Center for Teaching and Learning, provide equity-minded professional learning experiences for external partners.	Center for Teaching and Learning, Center for Innovation and Equity	
Broaden Student Interest and Participation		Implementing strategies to recruit, support and retain students of color, including those who are economically disadvantaged and linguistically diverse groups and support needs marginalized groups.	Based on findings from the Equity Context Analysis Process, approximately 1/3 of students feel unsafe at IMSA because of their race or sexual orientation. It was further reported that most and homophobic remarks were explicitly heard in IM, and when adults were present, nearly 50% of the time, they do not intervene. During the school building walk-through, 30% agreed/strongly agreed that the building climate is not student and family-friendly, and does not have a culture of respect and inclusive learning environment. The Theory of Change suggested that IMSA needs to create a welcoming and inclusive environment that creates equity focused support plans. Based on the IMSA Student Diversity Climate survey which states that over four years of data, approximately 1/3 of Black students do not feel safe on campus because of their race, along with 30 years of stories shared on Black at ISMA by IMSA students, alum, current and former staff/faculty that discuss an institutional culture of racism at IMSA, an anti-racist professional learning agenda is being put forth.	2.1	Environment and Resources/ Instruction and Assessment	Reimagine: Examine and rework the Admissions Reimagine Strategy through an equity lens and with representation goal.	Reimagine: Implement equity-minded and differentiated recruitment strategies, being intentional about equitable access.	Reimagine: Monitor and measure CLEED recruitment progress through an equity lens.	Blueprint for Enrolling a Diverse Student Body, Establishing Admissions Criteria that balances Experiences, Abilities, and Means (EAM) Developmental Cycle/Indicators of Disparities in Access to Educational Opportunities/STEM Equity Program Evaluation Rubric	Admissions, PROMISE, CTL, DEI
				2.2	Environment and Resources/ Instruction and Assessment	Support: Create a comprehensive, equity-minded educational program that is rooted in social justice and develops cultural competence, with an intentional focus on anti-racist education.	Support: Implement equity-minded educational programs for students that is rooted in social justice and develops cultural competence, with an intentional focus on anti-racist education.	Support: Continue to implement equity-minded educational program and evaluate student growth.	Student Diversity Climate Survey/ Trauma Responsive School Implementation Assessment/Centering Equity in Social Emotional Learning/ Bias Incident Review	Office of Diversity, Equity and Inclusion, Student Life, Residential Life
				2.3	Environment and Resources	Retention: Reduce the number of CLEED and other marginalized students who don't feel safe on campus by developing a plan to assist them in transitioning into and through IMSA.	Retention: Implement process to assist CLEED and other marginalized students in transitioning into and through IMSA.	Retention: Monitor and evaluate process to assist CLEED and other marginalized students in transitioning into and through IMSA.	Pinpoint's Office (CAC, IRC, Strategic Team), Student Life Faculty, Resident Councils, DEI	
STEM Teaching and Learning		Implementing strategies to recruit, support and retain students of color, including those who are economically disadvantaged and linguistically diverse groups and support needs marginalized groups.	The Equity Context Analysis Process yielded that culturally responsive teaching is not evident approximately 50% of the time (see p. 344-390). It was agreed upon by 50% of parents and observed during classroom observations that 21% of the time instruction is not relevant to most representatives of students' lived experiences and personal identities, or builds upon students' prior knowledge. While similar materials fostering an understanding and appreciation of students own cultural histories and practices, as well as those of groups different from themselves were only observed 17% of the time during classroom observations, instructions and assessments are differentiated and adjusted to address a minimum of students learning rates, interests, funds of knowledge, and assets, were observed 17% of time during classroom observations and agreed upon by 70% of parents. As observed, positive representations of diverse people (e.g. lived experiences, personal identities, and world views) are not present throughout IMSA in texts, displays, and materials, and experiences of historically marginalized groups are not represented sufficiently, evident 47% of the time during classroom observations, 38% of the time during school building walk-through and agreed upon by 69% of parents. It was further observed that sufficient structures are not in place to ensure cultural, socio-emotional, physical, and intellectual safety in the learning community, observed 36% of time during school building walk-through and 14% of time during classroom observations. The ECAP also yielded significant inquiries across CLEED populations in access to core STEM offerings. From the Theory of Change process, it was suggested that IMSA creates a common understanding of what cultural competence looks like in practice and provide related professional learning, as well as ensure faculty understand their students, include culturally relevant language (culturally relevant examples and "problem sets"), that equity and excellence is demonstrated in all learning offerings.	3.1	Instruction and Assessment	Apply learnings from professional development to begin revising current curriculum to be culturally responsive by framing the value of differentiation within the context of the achievement of educational equity.	Implement revised culturally responsive curriculum, including asset-based racial identity development and equitable grading that is framed by the value of differentiation within the context of the achievement of educational equity.	Provide on-going coaching, mentoring and support to continue advancing to higher levels of understanding and intentional application of equity-mindedness and cultural competence in teaching and learning.	STEM Education Equity Analysis Tool/Equitable Distribution of Human Education Systems Analysis Tool	Pinpoint's Office, Faculty
				3.2	Environment and Resources/ Instruction and Assessment	Examine access to culturally responsive and differentiated academic, social-emotional, and assistive supports and create a plan (faculty-staff collaboration) to achieve equity.	Implement a plan to improve access to culturally responsive and differentiated academic, social-emotional, and assistive supports, with the goal of achieving equity.	Measure the level of institutionalization of a culturally responsive and differentiated academic, social-emotional, and assistive supports, through an equity-minded frame.	Trauma Responsive School Implementation Assessment/Centering Equity in Social Emotional Learning	Pinpoint's Office (CAC, IRC, Strategic Team), Academic Discipline Teams, EXCEL, Student Life, Residence Life, Office of DEI, IT, ITMC, Facilities, Security
				3.3	Environment and Resources/ Instruction and Assessment	Assess and Meaningful Participation: Improve access by creating a pathway for CLEED students to meaningfully participate in higher level/advanced STEM courses, leadership positions, academic/social-emotional organizations, etc.	Assess and Meaningful Participation: Continue to strengthen pathway for CLEED students and broaden the curriculum to include more courses that consider the diversity of cultures, ideas and perspectives that will contribute to meaningful participation in and center the voices of CLEED and marginalized students in the curriculum.	Assess and Meaningful Participation: Measure progress of CLEED student pathway and continue to broaden the curriculum to include an intentional content and globalization.	CLEED Student STEM course completion data	Pinpoint's Office, Faculty, Admissions, EXCEL, Office of Instructional Research
Develop Student's STEM Thinking		Differentiating research, scholarship and innovative expression of equity, including faculty, as well as external partners to drive address an equity lens and create a culture of equity and excellence.	The Equity Context Analysis Process yielded that culturally responsive teaching is not evident approximately 50% of the time (see p. 344-390). It was agreed upon by 50% of parents and observed during classroom observations that 21% of the time instruction is not relevant to most representatives of students' lived experiences and personal identities, or builds upon students' prior knowledge. While similar materials fostering an understanding and appreciation of students own cultural histories and practices, as well as those of groups different from themselves were only observed 17% of the time during classroom observations, instructions and assessments are differentiated and adjusted to address a minimum of students learning rates, interests, funds of knowledge, and assets, were observed 17% of time during classroom observations and agreed upon by 70% of parents. As observed, positive representations of diverse people (e.g. lived experiences, personal identities, and world views) are not present throughout IMSA in texts, displays, and materials, and experiences of historically marginalized groups are not represented sufficiently, evident 47% of the time during classroom observations, 38% of the time during school building walk-through and agreed upon by 69% of parents. It was further observed that sufficient structures are not in place to ensure cultural, socio-emotional, physical, and intellectual safety in the learning community, observed 36% of time during school building walk-through and 14% of time during classroom observations. The ECAP also yielded significant inquiries across CLEED populations in access to core STEM offerings. From the Theory of Change process, it was suggested that IMSA creates a common understanding of what cultural competence looks like in practice and provide related professional learning, as well as ensure faculty understand their students, include culturally relevant language (culturally relevant examples and "problem sets"), that equity and excellence is demonstrated in all learning offerings.	4.1	Instruction and Governance	Develop and strengthen the resources and infrastructure to support the highest level of equitable and inclusive research, scholarship and innovative expression that addresses issues of diversity, equity, inclusion and anti-racism.	Provide on-going support for the creation and fortification of research, scholarship and innovative expression that addresses issues of diversity, equity, inclusion and anti-racism.	Increase IMSA's presence and leadership in national and international research, scholarship and innovative expression groups and publications.	Contributions to the Body of Knowledge	Office of DEI, IRC, OIR, IN2, SIR, Pinpoint's Office
				4.2	Environment and Resources	Examine current IMSA research, scholarship, and innovative expression offerings (e.g. SIR, Internationalization) for students through an equity lens and reimagine accordingly.	Institutionalize research, scholarship, and innovative expression experiences, so that CLEED and other marginalized students have access to said experiences.	Evaluate the experiences of CLEED and other marginalized students which engaged in research, scholarship, and innovative expression.	SIR and IN2 CLEED student participant data	Pinpoint's Office, SIR, IN2, IRC, OIR
Strengthen Identity as Learning Laboratory		Supporting research, scholarship and innovative expression of equity, including faculty, as well as external partners to drive address an equity lens and create a culture of equity and excellence.	According to the Equity Context Analysis Data Process, 58% of staff and 67% of administrators stated that evidence-based support systems are implemented to increase the likelihood of successful implementation of innovations, and are provided by building leadership and staff to be helpful. This suggests that there needs to be structures in place to reflect, build, and disseminate data. In addition, the Theory of Change discussed the need to remove barriers that interfere with students and staff, including faculty engaging in research, scholarship and innovative expression.	5.1	Leadership and Governance	Develop an equity lens to examine current and forthcoming policies, practices, curriculum, programs, services, and resources.	Communicate about and provide training on the equity lens with the expectation that all departments/disciplines examine their current and forthcoming policies, practices, curriculum, programs, services, and resources through that lens, to build additional and real equity. Then create, communicate and maintain robust accountability systems in the form of performance indicators.	Provide on-going support in departments/disciplines reimagined and design policies, practices, curriculum, programs, services, and resources to achieve equity and measure progress.	Policy Equity Analysis Tool/Anti-Harassment Policy Review Tool	Cabinet, DEI, OPA, OIR
				5.2	Leadership and Governance	Develop a process to collect, organize, analyze and make meaning of diversity, equity and inclusion related institutional data, including data from the equity lens examination of departments/discipline specific policies, practices, programs, services, and resources.	Begin to collect and organize diversity, equity and inclusion related institutional data, including data from the equity lens examination of departments/discipline specific policies, practices, programs, services, and resources.	On-going collection, organization, analysis and meaning-making of data, with a specific focus on documentation of progress and growth in advancing equity.	Equity Scorecard	OIR, DEI
				6.1	Environment and Resources	The Theory of Change data suggests that IMSA examine the impediments that lead to CLEED/gender gaps in STEM fields. Then address, without and disrupt the racial and gender bias that exists in STEM education and careers. It further stated that IMSA Center for Teaching and Learning needs to have more representation across the State of Illinois to share the value of diversifying STEM and STEM equity to solve the problems of the world.	Examine the body of literature around racially and gender-based STEM inequities to create understanding and learn about best practices, including the D-STEM Equity Model to minimize the gap that will inform the reimagining of current and development of new programs focused on advancing equity.	Implement STEM program designed to advance racial and gender STEM equity and continue to build upon D-STEM Equity Model by creating a racially-based STEM potential identification protocol and a culturally responsive STEM curriculum.	Create STEM education to career pathway through partnerships to ultimately achieve racial and gender equity in STEM careers as well as pilot, package and share D-STEM equity model with related identification protocol and curriculum.	STEM Equity Program Evaluation Rubric
Operational Capacity	Build Fiscal Sustainability and Grow Programs	Developing and using an equity lens when considering major policies, programs, practices, or decisions in order to realize more equitable outcomes.	The ECAP yielded an Equity Dimension Score, in which IMSA received 344/696 for Culturally Responsive Teaching and 309/762 for Student Centered Learning. In fact, teacher interviews demonstrated a lack of understanding between the difference of equity and equity, and most had an underlying belief that educational equity happened organically. In addition, it was found that only 22% of parents, 71% of staff and 40% of administrators believed that school improvement efforts focus on changing policies, systems, and adult practices to better support students rather than "fixing" students, and an coordinated tools that efficiencies an optimized and redundancies are minimized.	7.1	Environment and Resources	Reimagine: Develop and implement an equity focused staff, including faculty recruitment plus, inclusive of representation goals.	Reimagine: Provide on-going professional learning for search committee members, for improving best practices (implied bias, anti-racism theory, cultural competency) on diversity, equity and inclusion in the hiring and advancement of staff, including faculty.	Reimagine: Monitor and assess equity focused staff, including faculty recruitment plus.	The Institutional Model for Learning Faculty Diversity and Self-Assessment Tool	Human Resources, DEI
				7.2	Environment and Resources	Support/Retention: Develop a process that assesses staff, including faculty with transition into and through IMSA by building upon best practices in mentoring and academic/career support, ensuring that talent is nurtured.	Support/Retention: Implement process that assesses staff, including faculty with transition into and through IMSA, and retention, by building upon best practices in mentoring and academic/career support, ensuring that talent is nurtured.	Support/Retention: Monitor and assess process that assess individuals with transition into IMSA with the ultimate goals of development, advancement and retention.	Engagement Survey	