



Illinois Mathematics and Science Academy

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Igniting and nurturing creative, ethical scientific minds that advance the human condition

Project Management Office (PMO)

Equity & Excellence Project Charter

Project Purpose

To define and achieve the intentions of the Board Approved Equity and Excellence Policy. The long-term outcome, as defined in the policy is:

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.

Additionally, this project 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."

Project Scope

The project team members will:

Applying the Theory of Change, facilitate work sessions with staff in each department to produce:

- 1) On-going professional learning related to assist in developing an equity-minded frame
- 2) An examination of assumptions, diversity, equity and inclusion work already in place at IMSA
- 3) An examination of pre-conditions, barriers to/actions needed to achieve the outcomes detailed in the Equity and Excellence Policy
- 4) Development of prioritized, measurable interventions, that address the previously identified pre-conditions
- 5) Creation of an Equity and Excellence Plan that is aligned with the Equity and Excellence Policy and IMSA Impact and Outcomes

Initiate the Midwest and Plains Equity Assistance Center Equity Context Analysis Process to collect data to inform Equity and Excellence Plan Development:

- 1) Classroom Observations and Faculty Interviews
- 2) Building Walk-Through
- 3) Faculty/Staff Climate Survey
- 4) Parent Climate Survey
- 5) Student Diversity Climate Survey
- 6) IMSA Racial Demographic Information
- 7) Course Enrollment, grade distribution, student organization involvement, co-curricular involvement, research/innovation and entrepreneurship involvement trends by race, biological sex, socio-economic status and geographic location

Create the Equity Scorecard

- 1) This process involves a cycle of action inquiry, including identification of gaps in educational outcomes, inquiry into instructional and academic support practices, purposeful changes in practices based on the results of systematic inquiry, and evaluation of the effectiveness of changes.

*Note: The plans will not be implemented until reviewed and approved by the sponsor and key stakeholders (Cabinet members.)



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The Project is Grounded in the 7 Equity & Excellence Policy Outcomes	Teams
<i>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>	SLT, Human Resources, Residence Life, CAL's
<i>Implementing strategies to recruit support and retain Culturally, Linguistically and Economically Diverse groups and support and retain Marginalized groups.</i>	Admissions, Student Life, PROMISE, Residence Life, CAC's, Strategies Team, PME, Student Council
<i>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>	CTL, Student Life, CAL's, Facilities, ITMC, IT, Strategies Team
<i>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>	OIR, IN2, IRC, CAL's, SIR, CTL
<i>Developing and using an equity lens when considering major policies, programs, practices, or decisions in order to realize more equitable outcomes.</i>	SLT, Faculty, IMSA Board of Trustees
<i>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>	CTL, IN2, Human Resources, OPA, OIR
<i>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>	Human Resources, CAL's, IMSA Board of Trustees, OPA

Project Team

Role	Description	Assigned Resources
Sponsor	Authorizes work, removes barriers, sets priorities, and manages project scope.	Traci Ellis, Executive Director of Human Resources/Chief Diversity Officer
Project Manager	Develops project plan, schedules, tracks and report progress, escalates risks	Adrienne Coleman, Director of Diversity, Equity and Inclusion
Process Manager	Coordinates project management tasks, responsible for assigned internal project management deliverables and document management.	Toni Petersen, Senior Administrative Assistant
Team Members	Performing activities to create deliverables	Senior Leadership Team Curriculum Assessment Leaders
Key Stakeholders	Represents areas for which the project is intended to support	IMSA Faculty, Staff, Students, Parents, Board Members, and External Partners



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Project Schedule - FY20

Month	Activities	Description	Deliverables
<i>Aug-19</i>	Research and apply Theory of Change in draft Equity and Excellence Plan	Discuss Theory of Change as the model to be utilized for Equity and Excellence Plan development and share draft and with Senior Leadership Team	<ul style="list-style-type: none"> • Project Charter • Project Plan • Presentation to SLT (.5 hrs)
<i>Sept-19</i>	Hold Theory of Change - Assumption and Pre-condition sessions (1 hr each) with SLT, CAL's and IMSA departments - Analyze Data	Cultural Competence Professional Learning for IMSA Faculty	<ul style="list-style-type: none"> • Raw "A&P-C" session data
<i>Oct-19</i>	MAP Center ECAP Training with SLT and CAL's	Hold Theory of Change - Interventions and Indicators sessions (1 hr each) with SLT, CAL's and IMSA departments	<ul style="list-style-type: none"> • # sessions TBD after MAP Center Training • Raw "ToC" session data
<i>Nov-19</i>	Implement ECAP Process - Classroom Observations, Faculty Interviews and Buidling Walk-Through	Analyze Data from 2nd Theory of Change Session	<ul style="list-style-type: none"> • Report insights from Theory of Change session data • # TBD of classroom observations & faculty interviews (1hr each) • <u>Main</u> building & 7 Res Hall walkthroughs (est. 8 hours) • Collect raw ECAP data
<i>Dec-19</i>	Administer Parent and Faculty/Staff Climate Surveys	Update draft of Equity and Excellence Plan	<ul style="list-style-type: none"> • Climate survey – Parents • Climate Survey – Faculty/Staff • Revised E&E Plan
<i>Jan-20</i>	Gather Additional IMSA data - Student Diversity Climate Survey - IMSA Racial Demographic Information - Course Enrollment, grade distribution, student organization involvement, co-	Share draft Equity and Excellence Plan with SLT and CAL's	<ul style="list-style-type: none"> • Report insights from data gathered from Climate Surveys



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	curricular involvement, research/innovation and entrepreneurship involvement trends by race, biological sex, socio-economic status and geographic location		<ul style="list-style-type: none"> • Present E&E Plan to SLT (1 hr) • Present E&E Plan to CALs (.5 hrs)
Feb-20	ECAP Data Analysis Reflection Session with SLT and CAL's	Examine additional IMSA specific equity data Equity and Excellence Plan Update and Equity-minded training for IMSA Community	<ul style="list-style-type: none"> • # TBD Sessions x 1 hrs (SLT/CAL) • 1 Session x #TBD Hrs (IMSA Community Training) • Revised E&E Plan
Mar-20	Update Equity and Excellence Plan Draft, informed by ECAP and IMSA specific data reflections	Submit Equity and Excellence Plan to Cabinet for modifications	<ul style="list-style-type: none"> • Revised E&E Plan
Apr-20	Create Equity Scorecard to measure levels of change in Outcomes	Submit Equity Scorecard to Cabinet for modifications.	<ul style="list-style-type: none"> • Equity Scorecard • Submit Scorecard to Cabinet
May-20	Finalize Equity and Excellence Plan upon approval from Cabinet and submit to IMSA Board of Trustees for adoption		<ul style="list-style-type: none"> • Submit E&E Plan to Cabinet • Cabinet Review • Revised E&E Plan to finalize based on cabinet feedback • Submit plan to BOT



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Project Budget (Cost in Staff time and non-payroll expenses)

Project Budget

Salary Budget		FTEs	Est Hours	Total
FY20	Equity & Excellence Director 50%	1	1040	\$36,400
FY20	Equity & Excellence Staff 10%	1	208	\$7,280
FY20	Director, PMO	1	48	\$2,064
Total Salary Costs				\$45,744
Non-Payroll Budget				
Contractual	Classroom Observation Consultants	1		\$4,000
	MAP Center Consultant Services	1		\$4,000
	Professional Learning	1		\$5,000
Commodities	Training Materials/Books	1		\$2,000
Total Non-Payroll Costs				\$15,000
Total Project Costs				\$60,744

Note: Projected hours required from IMSA employees (participants) in FY20

Estimated hours from each SLT/CAL member 40 to 50 Hours/Person

Estimated hours from each Faculty/Staff 5 to 7 Hours/Person

Contingencies & Dependencies

The Following Key Drivers (If this happens)	Dictate These Decisions (Then THIS happens as a result)
<i>Results of Theory of Change – Assumption and Pre condition, and Interventions and Indicators sessions</i>	<p>If results are supportive, then the project plan will proceed on schedule as planned.</p> <p>The team will assess what activities should stop, start or continue based on results.</p> <p>The team will adapt & use resources to determine a response, to include: Determine the impact on the project schedule and activities. Seek guidance from the MAP center.</p>
<i>Cultural competence assessment results</i>	The team will identify priority gaps and focus on these by incorporating them in the follow-up interventions
<i>Initiative and Event Attendance</i>	The team will leverage existing department meetings to conduct/facilitate events to minimize demands on staff time, while still making progress in the E&E plan.



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Project Assumptions

- A segment of the population exhibits resistance and/or fear of DEI work at IMSA
- The resistance to DEI work is narrow, rather than wide. There are champions
- Standardized instruments used to measure cultural competency are likely to indicate low levels of Faculty/staff cultural competency
- There is a need for a more robust set of culturally responsive interventions to bias incidents
- Current cultural norms do not incentivize people to be vocal champions of DEI work
- Anecdotal feedback that suggest that there is lack of faculty/staff support for students deemed "affirmative action" admits.
- Culturally relevant coursework exists in most disciplines according to the audit on the integration of diversity-focused SSL's in courses

Project Risks

Risks	Impact On	Likelihood	Mitigation/Contingency
Segments of the IMSA Community may not support the planned Equity and Excellence work	The IMSA Community	Low to Moderate	Provide On-going Professional Learning Provide Incentives for Equity and Excellence Contributions Continue to communicate, monitor and enforce Equity and Excellence Policy Include and link contributions to the equity and excellence plan with performance reviews and CADRE.

Scope of work

Priorities

- 1) Apply the Theory of Change Model to develop Equity and Excellence Plan
 - a. 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 the Theory of Change focuses first on outcomes, rather than interventions.
- 2) Implement the Equity Context Analysis Process (ECAP) to collect data to inform Equity and Excellence Plan Development
 - a. ECAP uses multiple data collection tools and analysis processes to facilitate systemic examination of educational equity.
- 3) Create an Equity Scorecard to Measure Progress of Long-Term Outcome
 - a. The Equity Scorecard brings together individuals to inquire into their institution's data and become experts on institutional areas of inequity and how policies and practices may be contributing to them. This process involves a cycle of action inquiry, including identification of gaps in educational outcomes, inquiry into instructional and academic support practices, purposeful



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changes in practices based on the results of systematic inquiry, and evaluation of the effectiveness of changes. The tools, processes, and practices of the Equity Scorecard create the conditions that are needed for institutional members to create change. The Equity Scorecard asks faculty and staff to focus on what they can change, and therefore leads to real, meaningful action.

4) On-going Diversity, Equity and Inclusion Professional Learning

Authorization to Proceed: _____

Project Sponsor Signature and Date