

WORK GROUP 6 – FOSTERING EQUITY AND DIVERSITY

Curriculum and Pedagogy Subcommittee

Subcommittee Members: Don Christian, Tom Dock, Gail Scukanec, Elaine Wendt, Steve Tallant

The subcommittee discussed and brainstormed numerous ways in which equity and diversity issues can be incorporated into the curriculum and pedagogy across campus. The committee believes there are four primary areas that need to be addressed.

1. We need to assess where we currently stand with regards to issues of equity and diversity being incorporated into the curriculum and pedagogy across campus. At the present time we don't know what faculty and staff are doing already.

Our proposal:

To determine what is currently being done, we propose to survey all instructional faculty / staff to determine effective practices of including diversity and equity into the curriculum. This survey (or "inventory of best practices") may be conducted via discussions with department chairs and/or direct contact with faculty / staff.

2. We need to develop a culture across campus that *actively supports* diversity and equity. Such a culture would need to begin to view these issues as relevant to all of our work, not simply relevant to someone else's work.

Our proposal:

Diversity and equity should be included in a revised (and shortened) mission statement, and in the new / revised Goals of the Baccalaureate.

Department Personnel Committees (as a form of shared governance and in their roles as evaluators of instructional performance) should develop and publish criteria in Department Evaluation Plans that specify expectations regarding support for diversity and equity in curriculum and pedagogy. These criteria should inform personnel actions such as re-appointments, promotion, and tenure.

We should ask each academic department (possibly in groups of departments) to engage in a discussion of diversity and equity – based on the leadership retreat readings – and to conduct those discussions with the intent of infusing these issues into our pedagogy and curriculum. These discussions would be facilitated by several members of the campus leadership group.

We should consider the creation of an annual university award for outstanding contributions in the area of Diversity and Equity advancement.

3. We recognize that understanding and supporting diversity and equity (especially equity) may involve discussions, even professional development, on the topics of diversity and equity. It cannot simply be assumed that each person understands these topics in the same way or that each person knows how to effectively infuse these discussions into the curriculum.

Our proposal:

Support the creation of a new Center of Excellence for Teaching and Learning on campus, and charge that new unit with the development and delivery of professional development programming related to campus support for diversity and equity. Among the possible activities that the Center would promote are campus readings and discussions about the equity scorecard (the three papers read by the leadership team at the summer retreat). Additional seminars and workshops would focus on best practices regarding the inclusion of diversity and equity in the curriculum, and on best practice pedagogical approaches that support the diverse nature of the student body.

4. As the equity scorecard model indicates, we need to assess actual outcomes and avoid simple generalizations (or anecdotes) based on possibly unfounded assumptions. In short, we must demonstrate what does and does not work in our approaches in order to reflect on our progress (or lack thereof).

Our proposal:

The IR office should begin to disaggregate available data along various ethnic and gender categories so that an equity scorecard model can begin to be used.

Individual departments should be asked to consider how they can collect data disaggregated by ethnicity and gender in order to determine the effects of our pedagogical practices and current curriculum on diversity and equity.