IFP DEI Curricular Mapping Project
Office of Academic Success Initiatives

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Executive Summary

Purpose: to determine where issues relating to diversity, equity, and inclusion exist in current Intellectual Foundation Program (IFP) coursework, identify where there may be gaps, and offer suggestions to encourage faculty to identify ways to incorporate these issues into their IFP classes.

Method: In Jan 2021, Departments were asked to submit their IFP course syllabi and complete a survey on how each course addressed or expressed DEI outcomes. Syllabi were obtained from Wizard for those departments not responding, or lacking a syllabus submission with their survey response. Initially, syllabi were reviewed independently from the survey to determine the number of courses that clearly communicated DEI related SLOs to students, and if the SLOs were consequently expressed in course activities, assignments, assessments, etc. The SLOs and course events were only considered as "DEI related" if they focused on U.S. population(s), history, or issues. The survey was used to determine if SLOs were present, but not necessarily expressed clearly in the syllabus. Each course was also assessed on which of the four DEI SLOs were targeted: Perspective Taking, Communication, Collaboration, Cultural Knowledge, and Self-Awareness.

Measures: Courses were rated on the depth of their DEI outcomes as well as the breadth of their expression within course pedagogy. For DEI outcomes, a course with 5 or more SLOs was rated as "Integrated," 1-4 SLOs meant the course was "Developed," and a single outcome reflected a course that was "Emergent." A similar count rating was conducted for each course regarding DEI breadth, defined as the number of instances DEI was expressed in the course as activities, assignments or assessments. A rating of "non-existent" applied to each factor for courses supplying no evidence of DEI SLO or DEI Breadth.

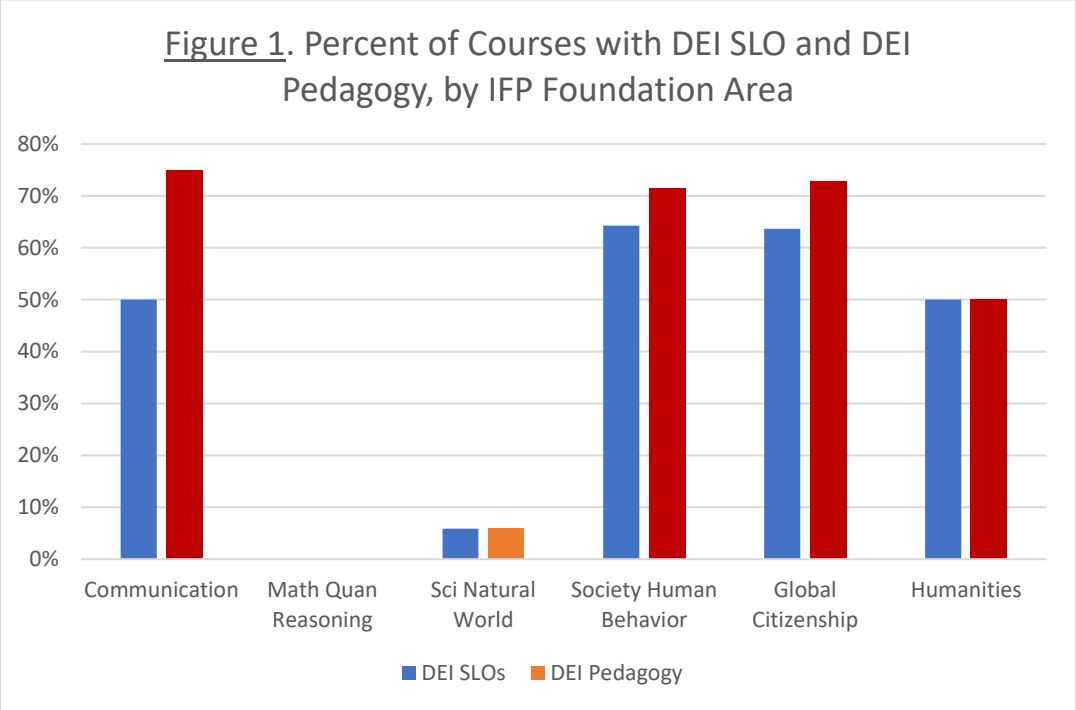
Findings:

- 83 IFP courses were mapped across all foundation areas, and in all colleges, and including WHC.
- 33.7% of all IFP courses showed clear (but not necessarily strong) U.S. DEI outcomes in the syllabus
- 39.8% of all IFP courses showed evidence of U.S. DEI in assignments and activities in their syllabus
- 4 of the 6 foundation areas demonstrated moderate to high SLO inclusion rates and usage of DEI language in course descriptions, assignments, and activities (See Figure 1)

- 33% of all IFP courses were rated at the “Developed” or “Integrated” levels for the number of DEI SLOs employed.
- 36% of all IFP courses were rated at “Developed” or “Integrated” for their breadth of DEI pedagogy
- Foundation II (Math and Quantitative Reasoning) and Foundation III (Science and the Natural World) evinced almost no DEI SLOs or DEI language in their syllabi
- Cultural knowledge, self-awareness, and perspective taking represented the vast majority of DEI outcomes and activities expressed in the syllabi and course surveys.

Conclusions:

- Despite the foundation differences, it appears unlikely a student would navigate through the IFP without repeated exposure to DEI learning opportunities
- Slight differences may exist between sections of a course
- Many courses are doing more than what is expressed in their syllabus as evinced by the survey. Minor revisions to the SLOs and course lessons and assignment descriptions would significantly increase this percentage.



Introduction

The purpose of this curricular mapping study is to determine "where issues relating to diversity, equity, and inclusion exist in current (IFP) coursework, and where gaps may lie," and to encourage faculty to "identify ways to incorporate these issues into their IFP classes, as well as develop new courses for inclusion in the IFP."

The project will seek to attain the following objectives:

1) Query departments or course coordinators on how IFP courses under their purview currently address DEI outcomes and/or objectives, as defined by the DEI Initiative. If not currently in place, identify what will be in place by Fall 2021.
2) Request current syllabi from IFP courses to accompany dept/coordinator survey response.
3) Conduct a syllabus review to determine: a) the prevalence of DEI descriptions/language, b) the degree courses address DEI-related SLOs, and c) the depth of DEI related topics/activities covered.
4) Summarize dept/coordinator responses in an administrative report to Dean and Provost that will: a) describe and illustrate the depth that IFP addresses DEI objectives, b) identify curricular voids, c) suggest strategies to target those voids and increase faculty involvement across the IFP.

Method

In Jan 2021, Departments were asked to submit their IFP course syllabi and complete a survey on how each course addressed or expressed DEI outcomes. Syllabi were obtained from Wizard for those departments not responding, or lacking a syllabus submission with their survey response. Initially, syllabi were reviewed independently from the survey to determine the number of courses that clearly communicated DEI related SLOs to students, and if the SLOs were consequently expressed in course activities, assignments, assessments, etc. The SLOs and course events were only considered as "DEI related" if they focused on U.S. population(s), history, or issues. The survey was used to determine if SLOs were present, but not necessarily expressed clearly in the syllabus. Each course was also assessed on which of the four DEI SLOs were targeted.

Mapping Criteria

Traditionally, curriculum maps represent matrices that illustrate the degree to which a program's expected learning outcomes are taught, reinforced, or assessed within each required course. Each course's content and instructional design is reviewed to identify if each outcome is present and at which is it being exercised (e.g., introduced, reinforced/developed, mastered; Introduced). This taxonomy can differ depending on the program. Additionally, outcomes that are assessed can be identified as possible learning results for program evaluation/accreditation efforts. Unlike other programs, the IFP is an entry level program, and the courses are not designed to fit together as is the case for a degree program. It is not possible to scaffold outcomes. Instead, we will look at:

- If DEI SLOs are clearly identified in the syllabus
- If DEI language appears in the pedagogical practices (e.g., assignment list, description, purpose) of the class, as evidenced by the syllabus
- The degree DEI SLOs are integrated into a course
- The degree DEI activities are used throughout the course

- The degree each DEI outcomes identified by the DEI committee are found in IFP courses (See Appendix A)
- Whether DEI outcomes were specifically assessed through quizzes, exams, projects, etc.

The Breadth of DEI outcomes and course activities (assignments, assessments, experiences) were measured using the scoring criteria presented in Table 1.

Table 1. Scoring Criteria for Breadth of DEI outcomes and Course Activities.

Non-Existent **0**	**Emergent** **1**	**Established** **2**	**Integrated** **3**
Depth of DEI SLOs			
DEI evidence is non-existent.	DEI appears to be unidimensional (e.g., single outcome). (if they just say "cultural" in a sentence…Generality	There are 2-5 instances of DEI outcomes being stated or expressed.	There is wide evidence (>5) outcomes DEI is expressed throughout the course. DEI SLOs are integrated into multiple activities, assignments or assessments. DEI is purposefully integrated into the subject on multiple occasions.
Breadth of DEI Pedagogy (Assignments/Assessments/Modules/Lesson)			
DEI evidence is non-existent within the presented or described activities in the course.	DEI appears to be unidimensional (e.g., single lesson/assignment, single touchpoint with outcome). It is not integrated across the course or within the subject of the class.	There are 2-5 instances of DEI being stated or expressed in course as activities, assignments or assessments. DEI is assimilated into the content purpose/subject of the class (e.g., beyond exemplars)	There is wide evidence (>5) of DEI activities, assignments or assessments being expressed throughout the course. DEI SLOs are integrated into multiple activities, assignments or assessments. DEI is purposefully integrated into the subject on multiple occasions.

Courses that were considered "Integrated" had multiple SLOs across the course, often with multiple assignments. These tended to be courses where the subject was naturally aligned with the DEI outcomes (e.g., Sociology). "Established" courses dealt with DEI in more focused ways, especially when the subject was outside of DEI (e.g., Biology). Often, these courses employed several separate weekly units specific to a DEI topic or concept. "Emergent" courses either used a single outcome or event or had a general approach to DEI. This was often exemplified by simple terms like "…cover the impact of educational, cultural and economic factors influencing…"

Results

- 83 IFP courses were mapped across all foundation areas, and in all colleges, and including WHC.
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- 4 of the 6 foundation areas demonstrated moderate to high SLO inclusion rates and usage of DEI language in course descriptions, assignments, and activities (See Figure 1)
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Recommendations and Resources

Incorporating Diversity, Equity, and Inclusion (DEI) within the college classroom curriculum can be achieved in a variety of ways. Infusion of DEI can range from the usage of inclusive language within the syllabus and learning outcomes to instilling DEI-based readings and assignments within the course. An inclusive curriculum should include the exploration of theorists, researchers, and others from culturally diverse backgrounds who have made significant strides in furthering research that goes beyond the popular history that has traditionally been taught.

Utilizing Undergraduate Research or Academic Service-Learning Projects are recommended ways to infuse DEI discipline-specific assignments into classrooms. In addition, activities relating to exploring contributors to the research who are from underrepresented populations, have different abilities, different racial and ethnic backgrounds as well as people who are of different genders or have different sexual orientations should be included. Classroom discussions and case studies are also an important way for students to explore their own interests, so they feel they are being represented within the specific discipline in the classroom. As students are learning about their fields of study, using DEI methods in classrooms can assist students with a deeper connection to the curriculum leading them to a more diversified journey towards graduation.

Appendix D presents a wide range of general and college specific strategies that faculty can employ to increase the DEI presence in their courses.

APPENDIX A

Diversity, Equity, and Inclusion Learning Outcomes

These learning outcomes are meant to be *suggestions*. They are flexible and may be "tailored" for each faculty member's own needs and classroom situation. The goal being to help to shape a shared community understanding of diversity, inclusion and equity. In terms of "diversity", "inclusion" and "equity", graduates should be able to:

1. Perspective-taking (SLO #1)

- Demonstrate openness to new perspectives and diverse others
- Evaluate diverse perspectives, and navigate the ambiguity and complexity that comes with multiple perspectives
- Reassess one's own personal perspective when appropriate, a process that frequently requires courage and/or humility
- Listen while withholding judgement about the new or unfamiliar

2. Communication (SLO #2)

- Seek points of connection and interact substantively with those who are different from oneself
- Demonstrate communication skills that enable intercultural communication, including effective listening skills
- Interact respectfully and appropriately in a variety of cultural contexts

3. Collaboration (SLO #3)

- Harness the power of diversity (through "Perspective Taking" and "Communication") as a source for creativity, innovation and/or productive collaboration
- Demonstrate professionalism by working inclusively and co-creating an environment where each perspective is considered for the cooperative purpose of making progress toward common goals

4. Cultural knowledge and self-awareness (SLO #4)

- Describe various elements inherent to one's own culture and to other cultures: history, values, politics, communication styles, economy, beliefs, practices, etc.
- Interpret phenomena within a cultural context
- Recognize and critically reflect upon one's own cultural biases
- In appropriate situations, consider that some of the norms and practices one espouses and treats as "universal" might actually be culturally dependent
- Interrogate structures of power and institutions from the standpoint of cultural inheritance
- Understand the interaction of societies in history.

OR, more simply:

Personal and Social Responsibility - which includes areas such as:

- Local and global civic knowledge and engagement
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
- Pursuit of high quality collegiate educational and extracurricular experiences
- Successful navigation of the postsecondary education system to achieve educational goal(s)

APPENDIX B

DEI Survey to Departments/Coordinators (don't know if this is final)

Please describe how each of your IFP courses provides students with a critical understanding of issues relating to diversity, equity and inclusion in U.S. society. You may use examples of course content, texts, learning outcomes, assessments, class events, performances, etc. to illustrate these connections. We are primarily interested in those components that address DEI in some substantive way, rather than passing references to DEI. Co-curricular activities, learning environments, and teaching strategies are of immense importance but will be addressed at a later date and need not be included here.

Course Number and Title:

Describe how the course currently addresses DEI. If it does not, so indicate.

If the course syllabus currently addresses DEI, indicate where it appears.

If the course does not currently address DEI, identify when it will be in place.

APPENDIX C

IFP Course List by Foundation Area with Courses Sampled

*** Course is not listed on 2020-2021 General Curriculum Sheet (some courses may be new)**

Foundation I: Written Communication	DEI Syllabus	DEI Survey
ENC 1101 College Writing I	From Wizard	X
ENC 1102 College Writing II	From Wizard	X
ENC 1930 University Honors Seminar in Writing	From Wizard	
ENC 1939 Spec Topic: College Writing	From Wizard	
HIS 2050 Writing History	X	X
ENC 2452 Honors Composition	Not Available	

Foundation II: Math and Quantitative Reasoning	DEI Syllabus	DEI Survey
COP 1034C Computer Program Lang for Everyone	Not Yet Met	X
MAC 1105 College Algebra	From Wizard	X
MAC 1147 Precalculus Algebra & Trig	From Wizard	X^1
MAC 2210 Intro Calculus w/Applications	From Wizard	X^1
MAC 2233 Methods of Calculus	From Wizard	X^1
MAC 2233 (Business)		X
MAC 2311 Calculus I w/Analytic Geometry	From Wizard	X^1
MAC 2312 Calc w/ Analytic Geo 2	From Wizard	X^1
MGF 1106 Math for the Lib Arts 1	From Wizard	X^2
MGF 1107 Math for the Lib Arts 2	From Wizard	X^2
STA 2023 Introductory Statistics	From Wizard	X^1
PHI 2102 Logic	Not Available	
*MAC 2241 Life Science Calc I (New Course)		
*MAC 1114 Trigonometry	From Wizard	
*MAC 1140 Precalculus Algebra	From Wizard	
X^1 or X^2 indicate courses combined in a single survey		

Foundation III: Science and the Natural World	DEI Syllabus	DEI Survey
ANT 2511 Intro to Bio Anthropology	X	X
AST 2002 Introduction to Astronomy	From Wizard	
BSC 1005 General Biology	From Wizard	
BSC 1010 Biological Principles I	From Wizard	
BSC 2085 Anatomy and Physiology I	From Wizard	
BSC 1011 Biodiversity	From Wizard	
CHM 1020C Contemporary Chemical Issues	X	X
CHM 2045 General Chemistry I	X	X
CHM 2032 Chemistry for Health Sciences	X	X
ESC 2000 Blue Planet	X	X
EVR 1001 Environ Science & Sustainability	Not Available	
ETG 2831 Nature: Intersections of Science, Engineering, and the Humanities	From Wizard	
GLY 2010 Physical Geology	X	X
GLY 2100 History of Earth and Life	X	X
MET 2010 Weather and Climate	X	X
PHY 2048 General Physics I	From Wizard	
PHY 2053 College Physics I	From Wizard	
PSC 2121 Physical Science	From Wizard	
*IDS 2382 Mission to Mars	Not Yet Met	

EGN 2095 Engineering Chemistry	**Not Available**	

Foundation IV: Society and Human Behavior	DEI Syllabus	DEI Survey
AMH 2010 US History to 1877	**X**	**X**
AMH 2020 US History Since 1877	**X**	**X**
ANT 2000 Intro to Anthropology	**X**	**X**
****DIG 2021 Digital Culture (New Course)**	**New Course**	
ECO 2023 Microeconomic Principles	**From Wizard**	
ECO 2013 Macroeconomics Principles	**From Wizard**	
ECO 2002 Contemporary Economic Issues	**Not Offered**	
EEX 2091 Disability and Society	**From Wizard**	
***EVR 1110 Climate Change: The Human Dimensions (New Course)**	**New Course**	
EVR 2017 Environment and Society	**X**	**X**
LIN 2001 Introduction to Language	**From Wizard**	
PAD 2258 Changing Env of Soc Bus & Govt	**X**	**X**
POS 2041 Govt of the United States	**X**	**X**
PSY 1012 Introduction to Psychology	**From Wizard**	**X**
SYG 1000 Principles of Sociology		**X**
SYG 2010 Social Problems	**From Wizard**	
URP 2051 Designing the City	**From Wizard**	

Foundation V: Global Citizenship	DEI Syllabus	DEI Survey
ANT 2410 Culture and Society	**X**	**X**
EDF 2854 Educated Citizen in Global Context	**From Wizard**	
GEA 2000 World Geography	**X**	**X**
INR 2002 Introduction to World Politics	**X**	**X**
LAS 2000 Intro Carib & Latin Am Studies	**X**	**X**
LIN 2607 Global Perspectives on Language	**From Wizard**	
SYP 2450 Global Society	**From Wizard**	**X**
SOW 1005 Global Perspectives of Soc Serv	**X**	**X**
WOH 2012 History of Civilization I	**X**	**X**
WOH 2022 History of Civilization II	**X**	**X**
***WST 2130 Gender and Climate Change (New Course)**	**X**	**X**

Foundation VI: Humanities	DEI Syllabus	DEI Survey
ARC 2208 Culture & Architecture		
ARH 2000 Art Appreciation	**X**	**X**
DAN 2100 Appreciation of Dance	**X**	**X**
FIL 2000 Film Appreciation	**X**	**X**
LIT 2010 Interpretation of Fiction	**From Wizard**	**X**
LIT 2030 Interpretation of Poetry	**From Wizard**	**X**
LIT 2040 Interpretation of Drama	**From Wizard**	**X**
LIT 2070 Interpret of Creative Nonfiction	**From Wizard**	**X**
LIT 2100 Introduction to World Literature	**From Wizard**	
MUL 2010 Music Appreciation	**X**	**X**
PHI 2010 Introduction to Philosophy	**Not Available**	
THE 2000 Theatre Appreciation	**X**	**X**

Honors College

Course	Area	DEI Syllabus	DEI Survey
AMH 2010	4	From Wizard	
ANT 2000 Introduction to Anthropology	3	X	X
ANT 2410 Culture and Society	5	X	X
ARH 2000 Art Appreciation	6		
BSC 1005 General Biology	3	From Wizard	
BSC 1010 Biological Principles I	3	X	X
CHM 1020C Contemporary Chemical Issues	3		
CHM 2045 General Chemistry I	3	From Wizard	
ECO 2013 Macroeconomics Principles	4	X	X
ECO 2023 Microeconomics Principles	4	From Wizard	
EVR 2017 Environment and Society	4		
INR 2002 Introduction to World Politics	5	X	X
LIT 2030 Interpretation of Poetry	6	From Wizard	
MAC 2311 Calculus I w/Analytic Geometry	2	From Wizard	
MAC 2312 Calc w/ Analytic Geo 2	2	From Wizard	
PHY 2048 General Physics I	3	Not Available	
POS 2041 Honors Govt of US	4	X	X
PSY 1012 Introduction to Psychology	4		
SYG 1000 Principles of Sociology	4		
WOH 2022 History of Civilization II	5	X	X

APPENDIX D

Implementing DEI Practices within College Classrooms at FAU

Purpose: The purpose of this document is to survey national curricular practices in implementing DEI support services and class content for students and faculty. A survey of other US institutions reveals the following initiatives, programs, and activities that can be implemented at FAU:

Inclusive Teaching: These examples showcase ways in which pedagogy in the classroom can utilize DEI strategies for a more inclusive classroom.

- Consider this Diversity Inclusivity Framework Guide when reviewing course curriculum (https://www.aacu.org/diversitydemocracy/2014/fall/nelson-laird)

TABLE 1. **Diversity Inclusivity Framework**

Element	Inclusivity Continuum				
Purpose/ goals	Prepare students	→	Prepare students for diverse experiences	→	Prepare students to actively engage in a diverse society
Content	Monocultural	→	Additive	→	Multicultural
Foundations/ perspectives	Unexplored	→	Exposed	→	Multiple foundations/perspectives examined
Learners	Passive acceptors	→	Participants with some learning needs	→	Collaborators with diverse learning needs
Instructor(s)	Unexplored views, biases, values	→	Exploring own views, biases, values	→	Understands own views, biases, values
Pedagogy	Filling students with knowledge	→	Transitional—using varied techniques	→	Critical/equity oriented
Environment	Ignored	→	Inclusive	→	Empowering
Assessment/ evaluation	"Standard"	→	Mixed methods	→	Methods suited to student diversity
Adjustment	Adjustment to cover material	→	Adjustment to some needs of students	→	Adjustment to diverse needs of students

- Create a Faculty Checklist for Inclusive Teaching
    - For example: Self-Development Checklist for Inclusive Teaching
        - https://provost.tufts.edu/celt/files/Self-Reflection-for-Inclusive-Teaching.pdf
    - Evidence-based Approaches to Creating Inclusive Classrooms
        - https://drive.google.com/file/d/1pzf9xn-t0euBwMHnf85_jwwfsULY_PEv/view
        - https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching
- Infusing Diversity in the Sciences and Professional Disciplines (https://www.aacu.org/publicationsresearch/periodicals/infusing-diversity-sciences-and-professional-disciplines)
    - Questions to use to rethink curriculum
        - How is knowledge constructed in your discipline, and who controls its production and dissemination? Who has access to knowledge, and who doesn't?
        - How do funding structures affect knowledge production in your discipline?
        - Are some people systematically disadvantaged by the way knowledge in your discipline is constructed, produced, or taught?
        - How is knowledge production in your discipline gendered or racialized? How is it connected to social class?

        - ✦ How do these factors affect the questions asked in your discipline? Are there certain questions that are asked and certain questions that aren't?
- The Importance of Diversity & Cultural Awareness in the Classroom - Drexel University School of Education (https://drexel.edu/soe/resources/student-teaching/advice/importance-of-cultural-diversity-inclassroom/)
    - Get to Know Your Students
    - Maintain Consistent Communication
    - Acknowledge and Respect Every Student
    - Practice Cultural Sensitivity
    - Incorporate Diversity in the Lesson Plan.
    - Give Students Freedom and Flexibility
- *Diversity in the Classroom: Considerations of Race, Ethnicity, and Gender Recommendations for Teachers/Instructors - See below for full article. (https://www.engr.wisc.edu/app/uploads/2016/12/Recommendations-teaching-EDC-Dec14-2016.pdf)
    - This document provides guidance and ideas for creating a welcoming and effective educational environment.
- Inclusive Teaching Practices Toolkit (http://acue.org/inclusive-teaching-practices-toolkit/)

General Resources:

- Faculty Focus Special Report - Diversity and Inclusion in the College Classroom
    - https://s35691.pcdn.co/wp-content/uploads/images/FF-Special-Report-2016-Diversity-and-Inclusion.pdf
- Study International - How universities are successfully fostering a culture of diversity and inclusion
    - https://www.studyinternational.com/news/how-universities-are-successfully-fostering-a-culture-ofdiversity-and-inclusion/
- Pronouns in Use: Resources for the Columbia Community
    - https://www.universitylife.columbia.edu/pronouns?_ga=2.159969853.1859328936.1610048443169 1538388.1610048443
- Inclusive Teaching
    - https://fctl.ucf.edu/teaching-resources/inclusive-teaching/ (includes videos)
    - https://crlt.umich.edu/overview-inclusive-teaching-michigan
    - https://crlt.umich.edu/research-basis-inclusive-teaching
- An Approach for Teaching Diversity - A Dozen Suggestions for Enhancing Student Learning by Jim Winship (https://www.uww.edu/learn/aboutdiversity/approachdiversity)
- Culturally Responsive & Inclusive Curriculum Resources: Creating Culturally Responsive Curriculum
    - https://guides.library.pdx.edu/c.php?g=527355&p=3605354
- Yale Poorvo Center for Teaching and Learning – Diversity and Inclusion (https://poorvucenter.yale.edu/FacultyResources/Diversity-Inclusion)

College of Arts and Letters Curricular Examples:

- English: (https://hawkseye.headroyce.org/6958/news/diversity-equity-and-inclusion-in-action-schools-humanitiesdepartments-diversify-upper-school-curriculum/)
    - How To: Incorporate diversity into the curriculum With Rebecca Mark, Ph.D., Associate Professor of English (https://www.fcs.uga.edu/docs/Incorporate_Diversity_into_the_Curriculum.pdf)

    - The 11th grade English course is based on Western Civilization and studies more traditional texts. English 11 teacher Dr. Jacob Leland said one of the major changes this year was to "bring in explicitly the contemporary issues that [the teachers] feel 11th grade English and literary studies in general should address… questions about race and gender, class imperialism, [and] power in its various forms." These changes happened through the addition of new texts to the curriculum, like femminist poetry, as well as looking at the original ones from new angles. Leland stated, "What you read matters less than how you read it," meaning the approach to texts can make a fundamental difference in what you get out of it. This strategy includes reading more critically and analyzing with different lenses in mind to see how these texts empower some groups and take power away from others.
- Writing - Antiracist WAC Toolkit (https://thecollege.syr.edu/writing-studies-rhetoric-and-composition/writingacross-curriculum/antiracist-wac-toolkit/)
- History (https://hawkseye.headroyce.org/6958/news/diversity-equity-and-inclusion-in-action-schools-humanitiesdepartments-diversify-upper-school-curriculum/)
    - Upper school history teacher and dean of Diversity, Equity and Inclusion Kyong Pak said, "The history department actually has a social justice mission… [and] want to guide students to… recognize and understand systems of oppression and injustice… and empower students to address those injustices." This was exhibited in adaptations to both the 10th and 11th grade history classes.
    - US History will be constructing an anti-bias framework and teaching standards for the course. The anti-bias framework falls into four categories: identity, diversity, justice and action. The U.S. History class will now explore these themes through case studies and spotlights over the course of the year. For example, a closer look at pre-Columbian Native American societies and their role in our country's foundation and roots is a part of the identity unit. For 11th grade Western Civilization, the first quarter was adapted to introduce modern authors who cast a critical eye on the western world.
    - Diversity in Schools Must Include Curriculum (https://tcf.org/content/commentary/diversity-schoolsmust-include-curriculum/?agreed=1)
        - ✦ "The importance of diverse history curricula is far from abstract. To teach history accurately, one must teach about the variety of ethnicities and cultures which make up our world. Eurocentrism is harmful first and foremost because it false. However, diversity in curricula is about more than just teaching a full view of history; it is proven to empower students of color."
- Architecture
    - study buildings and codes across multiple areas comparing areas of different socioeconomic levels.
    - The Charlottesville Syllabus (https://medium.com/@UVAGSC/the-charlottesville-syllabus-9e01573419d0)
        - ✦ Students can explore the history of regions of countries and how it relates to historic events and movements

College of Business Curricular Examples:

- Integrating Diversity Into Business Education (https://knowledge.insead.edu/blog/insead-blog/integratingdiversity-into-business-education-12406)
    - The goal of DEI dialogue is neither to neutralise differences of opinion nor to eliminate feelings of personal discomfort entirely, as these can motivate change. Instead, it is to

create an atmosphere of safety – so every student can engage and contribute – while pushing everyone (no matter their background) to think in more complex ways about diversity. Conference attendees pointed to the stinging controversy around **James Damore's infamous Google memo** as an example of what can happen when unspoken dissent and defensiveness combine to fuel polarising backlash. To draw out those in class who might incline towards Damore's diversity-debunking point of view, several professors organised debates and role-playing exercises around the Google memo. Prior to her class discussion, **Ashleigh Rosette** of Duke's Fuqua School of Business asked every student to name one reason Google was right to fire Damore, and one reason the firing may have been unjustified. Rosette's aim was to nudge the class to consider both sides of the issue seriously.

- The Inclusive Curriculum (https://bized.aacsb.edu/articles/2020/march/the-inclusive-curriculum) ○
    - ○ Accounting & Finance

      In courses that include an analysis of a company's financial statements, faculty can select a business owned or run by a member of a minority group. They can make this evident by including pictures of the owner or CEO when they introduce the assignment and by having students provide a short biography of the owner or CEO.

      To go a step further, faculty can select a company with a potentially controversial business model, such as a for-profit prison, or a company with a potentially controversial reputation, such as Chick-fil-A, which has come under fire for its stance on LGBTQ+ issues. After students conduct an analysis, they can discuss the social issues surrounding the company, which could also tie in to discussions of corporate social responsibility and sustainability.
- Management & Human Resources
    - ○ Faculty can lead discussions about work-life balance and what that means to different people at different points in their careers. Students can consider parental leave, elder care, remote working, and flexible working hours—all issues that in many parts of the world are seen as affecting women more than men.

      Students can examine research about the impact of ethnic-sounding names on the job search process. They might start with "The 'Name Game': Affective and Hiring Reactions to First Names," a 2008 piece by John Cotton, Bonnie O'Neill, and Andrea Griffin, or "It's All in the Name: Employment Discrimination Against Arab Americans," a 2011 article by Daniel Widner and Stephen Chicoine.

      Faculty can assign case studies about businesses that have been involved in high-profile incidents of racial profiling (Starbucks, Applebee's, Kroger); cultural insensitivity (Gucci, Burberry, Zara); workplace discrimination (General Electric, Tesla); or sexual harassment (Google, Vice Media). They can lead discussions on how companies can make meaningful advances in inclusivity in the workplace.
- Economics
    - ○ Faculty could ask students to conduct research on the call for the United States government to make reparations to the descendants of slaves. Their research should include not just a philosophical consideration of whether reparations should be made, but what such a program would look like. Who would receive reparations? How much? In what form? Should direct payments be made to individuals or should investments be made in programs that may disproportionately benefit African Americans, such as universal pre-kindergarten, low-income housing, and prison reform? For guidance, students could consider how other countries have handled reparation for indigenous

peoples, such as the Māori in New Zealand, and what economic impact reparations have had in those cases.

- Marketing
    - Students can investigate what types of products are marketed to different demographics. How are certain groups targeted, and what is the societal result?
      Students can discuss companies that have chosen to include nontraditional models in their marketing campaigns, such as Cheerios (interracial families), Gillette (transgender men), and American Eagle (disabled women). What types of reactions, both positive and negative, have these companies received? Why do students think companies make these choices? What is the result for society?
- All Majors
    - Faculty can require students to write short papers or make presentations about individuals from underrepresented groups who have made significant contributions to a specific field of study. Professors can highlight present-day and historical individuals from underrepresented groups who have made key contributions to their particular disciplines.
      Finally, all faculty can take time in class to address current events related to their fields of study that highlight issues of discrimination and equity.
      No matter what the classroom discussion is about, professors should make sure that students from underrepresented groups are not made to feel responsible for the diversity education of their peers. Nor should these students be asked to "speak for their groups." They are individuals whose personal experiences are their own. While they should feel comfortable to share experiences that are germane to the classroom discussion, their participation should not be coerced, expected, relied upon, or made the focus of the activity.

College of Education Curricular Examples:

- Why Cultural Diversity and Awareness in the Classroom Is Important - Embracing cultural diversity can help you succeed as an educator.
    - https://www.waldenu.edu/online-bachelors-programs/bs-in-elementary-education/resource/why-culturaldiversity-and-awareness-in-the-classroom-is-important
    - Preparing for Cultural Diversity: Resources for Teachers
      https://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers
- Multiculturalism and Diversity Lesson Plans for PreK-12th grade
    - These are good examples for college students to see how to have their own inclusive classrooms (https://www.scholastic.com/teachers/lesson-plans/teaching-content/multiculturalism-anddiversity/)

College of Science and College of Engineering Curricular Examples:

- https://www.studyinternational.com/news/how-universities-are-successfully-fostering-a-culture-of-diversity-andinclusion/
  - Risa Wechsler, Director of the Kavli Institute for Particle Astrophysics and Cosmology, and Associate Professor of Physics, Particle Physics and Astrophysics in the School of Humanities and Sciences, said that physics is one of the least diverse academic fields, in terms of gender as well as racial and ethnic minorities.
  - In a case study presentation, she identified challenges that women and women of colour face, as only 20 percent of bachelor's degrees in physics are awarded to women and less than two percent of those women are black, Latina or Native American.
  - In light of this, the Department of Physics formed the Equity and Inclusion Committee, who oversee diversity within the department and make recommendations for things that need to be changed.
  - For example, they developed a strategic plan for equity and inclusion; created education and community engagement programs; and expanded the Leadership Alliance summer research/early identification program, which provided opportunities for students from underrepresented groups.
  - Due to their efforts, the demographics of undergraduate physics majors at Stanford started to change. Today, 29 percent are women; of them, six percent are black/Latina, a marked increment from 2016 where those numbers were 20 percent and 0, respectively.
- College of Science Diversity Statement (The University of Arizona) (https://science.arizona.edu/diversityinclusion)
- Enhancing diversity, racial justice and inclusion in science - College page and programs (Oregon State University) https://science.oregonstate.edu/our-college/enhancing-diversity-racial-justice-and-inclusion-in-science#tocprograms-for-faculty
- Engineering Justice: Transforming Engineering Education and Practice
  - Shows how the engineering curriculum can be a site for rendering social justice visible in engineering, for exploring complex socio-technical interplays inherent in engineering practice, and for enhancing teaching and learning Using social justice as a catalyst for curricular transformation, Engineering Justice presents an examination of how politics, culture, and other social issues are inherent in the practice of engineering. (https://guides.lib.berkeley.edu/c.php?g=955664&p=6896682As)
- College of Science Statement (Northeastern University)
  - https://cos.northeastern.edu/about/diversity
  - Declaration of Community - https://cos.northeastern.edu/wp-content/uploads/2021/01/2020-21-COSEquity-Dashboard-Jan-2021.pdf
- Faculty Senate focuses on diversity and inclusion practice across the university - Leaders from the School of Engineering, School of Medicine, Physics and Chemical Engineering departments share case studies and invite discussion. (Stanford)
  - https://news.stanford.edu/2019/03/08/faculty-senate-hears-case-studies-diversity-inclusion/
    - In 2016, the Department of Physics formed the Equity and Inclusion Committee, charged with looking at department diversity and overall climate and making recommendations for change. Some of the committee's key activities included developing a strategic plan for equity and inclusion; creating education and community engagement programs; and expanding the Leadership Alliance summer research/early

identification program, with a focus on providing opportunities for students from underrepresented groups.
        - The department also focused on changing teaching practices for undergraduate courses, shifting to an active learning model and piloting a learning assistant program, Wechsler said. To help build community, the department supported the formation of student groups such as PUWMAS (Physics Undergraduate Women and Gender Minorities at Stanford) and the Physics Graduate Action Committee.
        - Wechsler noted that by creating a more inclusive and welcoming environment, the demographics of undergraduate physics majors at Stanford is starting to change. Currently, 29 percent are women; of those, 6 percent are black/Latina. In 2016, those numbers were 20 percent and 0, respectively.
    - A Research Project in Inorganic Chemistry on the Flint Water Crisis
        - http://new.seceij.net/articletype/projectreport/a-research-project-in-inorganic-chemistry-on-theflint-water-crisis-2/
    - Designing inclusion into engineering education (https://www.raeng.org.uk/publications/reports/designing-inclusion-into-engineering-education)
    - Diversity in Math Classes (http://jwilson.coe.uga.edu/EMAT6680Fa06/Parker/4650%20Special%20Focus/Cultural%20Diversity%20 Website.htm)
- Six Ways Mathematics Instructors Can Support Diversity and Inclusion (https://blogs.ams.org/matheducation/2017/03/06/six-ways-mathematics-instructors-can-supportdiversity-and-inclusion/)
    - Use students' interest in contextualized tasks ○ Expose students to a diverse group of mathematicians
    - Design assessments and assignments with a variety of response types ○ Use systematic grading and participation methods ○ Consider your course logistics
    - Encourage students to embrace a growth mindset
- Supporting Diversity in Math Instruction (https://study.com/academy/lesson/teaching-math-to-diversestudents.html)
    - A Global Perspective
        - One way to embrace diversity when teaching arithmetic and geometry concepts is to use a world map or globe with corresponding country data. Model the activity by revealing the surface areas of a few different countries and have students estimate values for other nations. You may end up with an ordered list which can then be used to make simplified visuals such as drawing proportional shapes on paper. This allows students to think beyond the current geographical context.
        - Use the country size data to discuss fractions, percentages, and proportions. Another idea is to integrate country population size data into these lessons. Lastly, look for opportunities to integrate cultural artifacts into instruction. For example, try making a simple foreign recipe in the classroom to teach measuring, proportions, and ratios for younger students, or use currency value data to teach conversions with more advanced students.
    - Unique Problem Solving
        - To discover and accommodate different learning styles, give the entire class a math challenge and allow students to solve the problem in any way. For example, you might challenge partners or small teams to make as many airplanes from one sheet of paper

as possible. This would be part of a geometry lesson and would allow each group to approach the problem with a different way of reasoning. You are likely to discover many different ways of thinking. To come full-circle, have each group present their method to the entire class.

- English Language Learners (ELLs)
  - include anyone who is not a native speaker of English. In the classroom, it is common to see students who have come from different countries and/or who use their mother tongue everywhere except while in school. ELLs may be able to comprehend math concepts easily, but may struggle with the language.
  - Consider providing a list of math vocabulary with English translations for your ELL students. Also, consider alternative assessment methods such as allowing ELLs to draw pictures and diagrams to demonstrate comprehension of likely concepts. For example, you might test a student's understanding of geometrical degrees by having them make various points around a circle. Lastly, try to keep English simple and concise, especially in written forms such as with worksheets and paper-based assessments.
- Manipulatives (anything that allows students to manually interact with instructional materials)
  - generally benefit all students, but are particularly useful for diverse student populations. Think about how you can downplay traditional teaching methods such as lecturing and rote memorization and instead consider using tangible, hands-on materials to support diverse learning styles.

- Diversity in Science Education (https://assets.pearsonglobalschools.com/asset_mgr/current/20109/Diversity_in_Science_Education.pdf)
  - Student achievement is influenced by many factors, including student attitudes, interests, motivation, type of curricula, relevancy of materials, and the culture of the students. To understand how culture may influence science and other disciplines, one must be aware of the five dimensions of multicultural education (Banks & Banks, 1995).
    Diversity in Science Education Dr. Shirley Gholston Key Instruction and Curriculum Leadership Department College of Education University of Memphis, Memphis, Tennessee
    "Student achievement is influenced by many factors, including student attitudes, interests, motivation, type of curricula, relevancy of materials, and the culture of the students."
    - Content integration encompasses the extent to which teachers use culturally relevant examples, data, and information from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject areas or disciplines.
    - Knowledge construction involves the procedure by which social, behavioral, and natural scientists create knowledge, and the manner in which the implicit cultural assumption, frames of reference, perspective, and biases influence the ways that knowledge is constructed within each discipline.
    - Prejudice reduction describes the characteristics of children's racial attitudes and suggests strategies that can help students develop more democratic attitudes and values.
    - Equity pedagogy consists of using techniques and methods that facilitate the academic achievement of students from diverse racial, ethnic, and social-class groups.
    - Empowering school culture and social structure is used to describe the process of restructuring the school's culture and organization so that students from diverse

racial, ethnic and social-class groups will experience educational equality (Banks & Banks, 1995).

- To begin to address diversity in your science classroom:
  - ✦ Plan your science lessons or topics as usual.
  - ✦ Include the researching of persons of color and/other cultures that have contributed to the lesson topic or concept as one of your objectives.
  - ✦ Use appropriate strategies to help accomplish the lesson with maximum achievement for the students, e.g. use cooperative learning, inquiry and graphic organizers.
  - ✦ Integrate this information "into" the guided practice, independent practice, and/or assessment of the lesson.
  - ✦ Use the names and information within the lesson text as well as in the questions and assessment materials.
  - ✦ Assign authentic assessments to discuss and use this culturally rich information.
  - ✦ Use the cultural inclusion typology (Baptiste & Key, 1996), culturally inclusive science model (Key, 1999), and multicultural education dimensions (Banks, 1995) to vary the methods and increase students' knowledge.
  - ✦ Repeat this with all lessons on a daily basis.

- Addressing Diversity, Equity and Inclusion in Science in an Undergraduate Course (https://asm.org/Articles/2020/June/Addressing-Diversity,-Equity-and-Inclusion-in-Scie)
  - The students prepare for the course by reading materials on a course management system and submitting summaries. This empowers them to have an informed voice to share in our classroom discussions, where I am the facilitator. As the course develops, content can bump against students' held beliefs or push them to their learning edges, so it is important to share class norms in a syllabus and discuss them from day one. Each unit concludes with an essay, with informal writing across the semester.
  - In the first section, we look at how the public perceives science and scientists, and the use and regulation of research subjects. We read about how the media presents women scientists and how that impacts our view of their contributions. We ponder that, while science strives to be objective and unbiased, it is performed by humans, who are, by nature, biased. We then read the literature on bias in science and in scientists. When we address human subjects in research, we deliberate informed consent, the challenges of study recruitment and drug trial outsourcing. We also discuss some of the cases in history that led to the necessity of ethical codes.
  - Most of these topics have not been a part of the students' pure content courses, but they have some experiences to bring to their understanding of conversations, such as how they have experienced or witnessed bias in their education to date. A discussion that particularly resonates with the students is a new way of conceptualizing bias as how we benefit some individuals because of connections we've made with them, as opposed to only viewing it as practice of negative interactions towards some individuals. This helps them accept and reflect on their own biases more easily.
  - In the middle section, we reflect on how the community of scientists in the U.S. does not match the population of the U.S. as a whole. We investigate the proposed explanations of why there are few women in the upper echelons of science and then view and discuss the data. We look at the experiences of people of color and of underrepresented identities in science, and consider how group stereotypes limit our view of an individual. Students come to recognize that race is a social construct. We contemplate how science and

medicine have not always been welcoming to members of the LGBTQIA+ community or those with a disability, and how our biases can directly impact and perpetuate patient health disparities. Students are empathetic and quick to acknowledge they haven't thought about particular hurdles that others may face. And it becomes clear to them that we are missing out on the contributions by individuals who bring different questions, information and problem-solving approaches to science when we don't make science accessible and inviting to all.

- In the third unit, we dig further into scientific integrity and research misconduct, who owns and funds science, personalized medicine, genetics and eugenics. Students are struck by how advances or perceived advances in medicine must be balanced with informed consent, funding, ownership, ethics and treatment of patients. From our discussions, students are reminded that scientists make mistakes just like everyone else and that the questions and issues they face are much more grey than the black and white they might have previously considered.
- This course helps students see how the culture of science has been created and sustained, how it has not encouraged equal participation and how it could be shaped differently to benefit from a diversity of ideas and individuals. As one student reflected about the course impact "I see more how biases exist in those I once thought were unbiased thinkers. My daily conversations have even changed. I have found myself thinking as if a blinder has been taken off my eyes, even though I did not know I was once so blind." Purposefully discussing these topics can position students to see what is at play in our system and culture of science and how they may become agents of change in their future positions in science or medicine.

College of Social Work and Criminal Justice Curricular Examples:

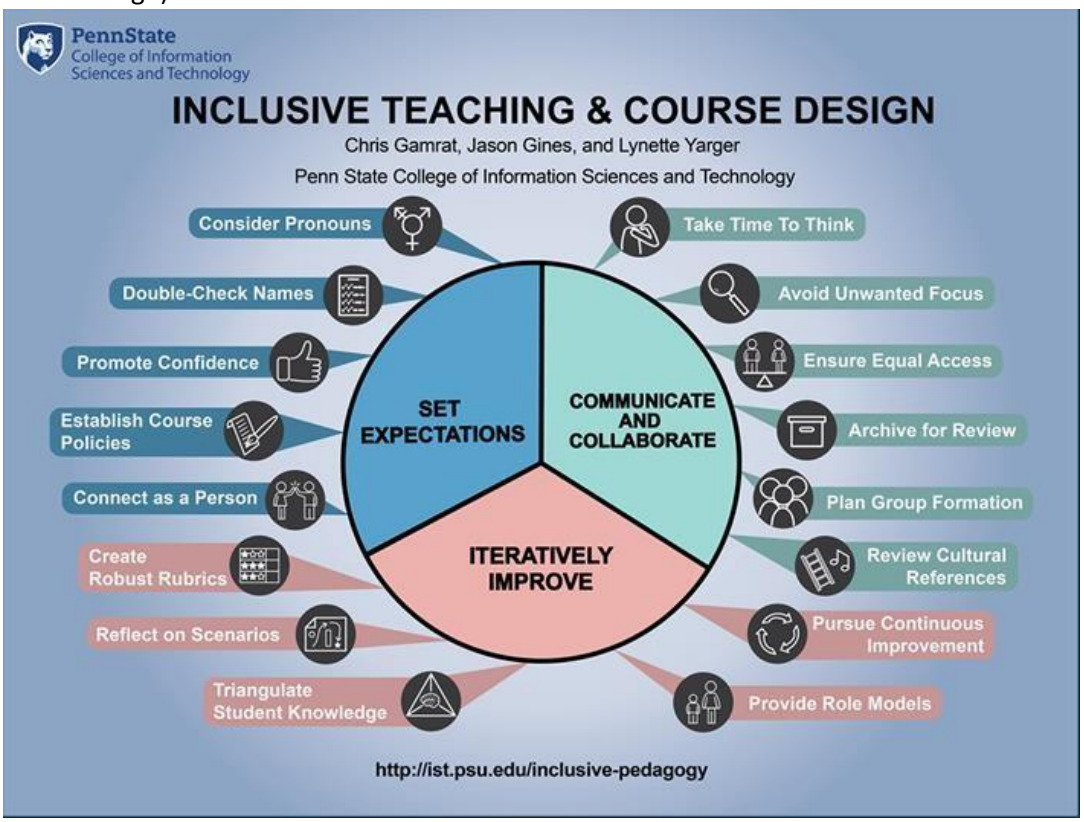
- A Diversity Course for Criminal Justice Undergraduate Students: A Preliminary Evaluation (https://www.qualitativecriminology.com/pub/v6i1p2/release/2)
  - The criminal justice course described here is a 3-credit course titled Gender, Race, Class, and Crime. For purposes of this course, we adopted Calathes' (1994) definition of multiculturalism: "A multicultural criminal justice curriculum incorporates … scholarly dialog among a variety of cultural and class perspectives. Such a curriculum incorporates the scholarship, history and culture of African Americans, and euro-ethnics, as well as traditional Eurocentric scholarship, and is sensitive to gender and class differences" (p. 2).
  - Academic topics focused on the relevance of diversity to understanding crimes committed by different groups and responses by criminal justice professionals. Topics included (but are not limited to) demystifying current myths about crime, stereotypes (e.g., the model minority), differences in world views, differences in methods of communication among different cultural groups, crime in the streets versus "crime in the suites," and understanding the impact of gender differences (e.g., relational aggression) on offending and treatment by criminal justice officials. ○ Similar to Cameron (2002) and Holsinger (2012) and reflective of critical-feminist theory (Weiler, 1991), we used experiential in-class activities and students' own lived experiences to foster learning about differences, with the teacher and students working collaboratively rather than the teacher acting as expert. As one example, the activity "Backward-Forward" (Kivel, 2002) challenged the students' preexisting notions that all Americans

have equal opportunity to succeed. The students moved backward or forward to a series of questions (e.g., if you started school speaking a language other than English, take one step backward; if your family had more than fifty books in the house when you were growing up, take one step forward), and their final destination reflected their degree of privilege. Students who landed in the front of the line had grown up with more access to privilege than if they landed in the back of the line. After the activity, the students discussed their reactions to an unequal system as a consequence of their upbringings as influenced by race, gender, and socioeconomic status.

- A second example is the use of talking circles, a method of communication used among indigenous people worldwide. This activity facilitates the sharing of power between students and professor. Circles center on the values of respect, honesty, trust, and forgiveness (Umbreit, Coates, & Vos, 2002). The chairs are organized in a circle. The professor facilitates the circle by asking the students reflection questions one at a time, but also participates by offering responses. The use of a talking piece within the circle to designate the speaker encourages listening by others and provides an opportunity for all to speak within the circle, if one so chooses. We used talking circles to discuss and delve deeply into emotionally laden topics (e.g., the verdict in the OJ Simpson case and a local case where a group of African-American teens residing in a low-income, urban community, shot and paralyzed another African-American male over a jersey).
- To address the importance of exposing students to the realities of the criminal justice system, we invited guest presentations by ex-offenders. The use of personal story telling and subsequent class discussion after the presentations is consistent with critical-feminist pedagogy. One speaker served over 30 years in prison for a gang homicide, but since his release, has implemented reintegration programs. The speaker shared his experience of being strip-searched naked, beaten, and kept in the hole for seven years. The second speaker was a college student who had recently returned to the university after serving six years in prison for DUI manslaughter. Through discussions with the speakers, the students were able learn about the injustices and limitations of the criminal justice system as reported by the speakers. The class also toured a county jail.

Appendix

Inclusive Teaching and Course Design (https://er.educause.edu/blogs/2020/2/inclusive-teaching-and-coursedesign)



Curriculum Design Standards

- Universal Design
    - Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. (https://www.cast.org/impact/universal-design-for-learning-udl) (https://www.uvm.edu/cess/cdci/udluvmuniversal-design-learning?Page=about-udl/guidelines-principles.php&SM=about-udl/submenu.html)

*Diversity in the Classroom: Considerations of Race, Ethnicity, and Gender Recommendations for Teachers/Instructors https://www.engr.wisc.edu/app/uploads/2016/12/Recommendations-teaching-EDC-Dec14-2016.pdf. This document provides guidance and ideas for creating a welcoming and effective educational environment. I. From AAUW "Solving the Equation" http://www.aauw.org/research/solving-the-equation/

- Recommendations for Engineering Professors:
    - Emphasize the social impact of engineering and computing work.
    - Apply concepts that students are learning in class to community needs, incorporating project-based learning or service learning components into engineering or computing curricula.
    - Apply engineering and computing to real-world problems.
    - Emphasize ethical and social issues when teaching engineering and computing.
    - Encourage a supportive environment in the classroom and in the program.

- Encourage and assist early contact between students and professionals.
- Emphasize the wide variety of expertise necessary to be successful as an engineer or computing professional.
- Highlight as early as possible the different facets that make up engineering and computing.
- Expand examples beyond those that involve stereotypically male applications such as cars or rockets.
- The NSF-funded Engage project has a collection of gender-neutral Everyday Examples in Engineering that professors can use.
- Introduce students to experiences in the field early in undergraduate coursework to allow students to see the differences between textbook problems and the creativity and critical thinking necessary for actual engineering problem solving.

- Strategies for Course Design and Interaction with Students
  - From: 1. Barbara Gross Davis "Tools for Teaching" Chapter 5, Pages 39-46,
  - https://www.indiana.edu/~istr695/readingsfall2013/Tools%20For%20Teaching.pdf
  - 2. Laura Albert McLay "What I do for diversity and inclusion in the classroom," https://punkrockor.com/2016/04/21/what-ido-for-diversity-and-inclusion-in-the-classroom/
- General Strategies
  - Treat each student as an individual, and respect each student for who he or she is.
  - Rectify any language patterns or case examples that exclude or demean any groups.
  - Use terms of equal weight when referring to parallel groups: men and women rather than men and ladies?
  - Use both he and she during lectures, discussions, and in writing, and encourage your students to do the same?
  - Recognize that your students may come from diverse socioeconomic backgrounds
  - Refrain from remarks that make assumptions about your students' experiences, such as, "Now, when your parents were in college. . ."
  - Refrain from remarks that make assumptions about the nature of your students' families, such as, "Are you going to visit your parents over spring break?"
  - Avoid comments about students' social activities that tacitly assume-that all students are heterosexual.
  - Try to draw case studies, examples, and anecdotes from a variety of cultural and social contexts.
  - Comments that implicitly assume that those in the engineering profession are male and white and heterosexual (e.g., this list called "You might be an engineer" starts by assuming engineers have wives)
  - Do your best to be sensitive to terminology.
  - Get a sense of how students feel about the cultural climate in your classroom.
  - Learn all student names, including correct pronunciation.
- Create an atmosphere in class where all students feel safe to speak up and ask questions.
  - Tactics for Overcoming Stereotypes and Biases
    - Become more informed about the history and culture of groups other than your own.
    - Convey the same level of respect and confidence in the abilities of all your students.
    - Be evenhanded in how you acknowledge students' good work.
    - Emphasize that engineering is challenging but doable, with an emphasis on doable.
    - Do not assume that students have the characteristics that reflect stereotypes about their cultural groups.

- Course Content and Material
  - Do not assume that all students will l recognize cultural, literary, or historical references familiar to you.
  - Bring in guest lecturers.
- Class Discussion
  - Emphasize the importance of considering different approaches and viewpoints.
  - Make it clear that you value all comments.
  - Encourage all students to participate in class discussion. Every student should have a voice and be heard.
  - Monitor your own behavior in responding to students.
  - Reevaluate your pedagogical methods for teaching in a diverse setting.
  - Speak up promptly if a student makes a distasteful remark, even jokingly.
  - Avoid singling out students as spokespersons.
  - Give positive affirmations during class. Reminding students what they learned and how their hard work got them there will be a good reminder that they will be successful if they work hard, which combats imposter syndrome and feelings of being inherently inadequate.
- Assignments and Exams
  - Be sensitive to students whose first language is not English.
  - Suggest that students form study teams that meet outside of class.
  - Assign group work and collaborative learning activities.
  - Give assignments and exams that recognize students' diverse backgrounds and special interests.