

Oregon State University

College of Health

Syllabus/classroom/teaching methods assessment tool

Our College of Health is providing this **Diversity, Equity, Inclusion, and Justice Syllabus/Classroom/Teaching Methods Assessment Tool** as an important resource as of March 2023.

This tool is a modified version of one developed by *The Boston University School of Public Health*. Our college is following the intended purpose:

The self-assessment asks faculty to consider eight dimensions of diversity, equity, inclusion, and justice, and reflect on the presence or incorporation of these dimensions into their syllabus, classroom, or teaching methods. The syllabus assessment tool is designed to identify areas of strength and opportunities for growth, is non-evaluative, and is meant to act as a guide and planning tool for faculty and administrators.

In academic year '23-'24, we will engage faculty, graduate teaching assistants, and leadership to consider a process to support the use of this tool and other DEIJ efforts in our college. We encourage faculty and graduate teaching assistants to explore the use of this tool. Your experience with the tool can bring important ideas to future discussions and help report actions taken to advance diversity, equity, inclusion, and justice in our college.

Diversity, Equity, Inclusion, and Justice (DEIJ) Syllabus/Classroom/Teaching Methods Assessment Tool

Course Number and Title:

Course Modality: On campus/Ecampus

Course Instructor:

Self-awareness

All of us have unique perspectives, life experiences, and social identities that shape how we teach, provide sources of strength, and can inform our bias. Before beginning the syllabus assessment, we recommend exploring these [self-awareness tools](#) to reflect on how who we are shapes how we teach. Writing a [positionality statement](#) can be a useful first step.

Dimensions of DEIJ

Please complete the assessment below. The assessment asks you to consider eight dimensions of diversity, equity, inclusion, and justice and reflect on the presence or incorporation of these dimensions into your syllabus, classroom, or teaching methods. Please provide examples as well as an assessment, using the categories provided below.

Assessment categories

? – I need further information to understand how this dimension applies to this course.

1 – Dimension is not covered

2 – Dimension is addressed occasionally

3 – Dimension is addressed thoroughly

Dimension	Statements to Consider	Examples in my syllabus, teaching, or learning environment	Assessment
<p>1. Inclusion of perspectives (Examples: guest speakers, readings, data sets, case studies)</p>	<p>My course content/materials represent a variety of perspectives and viewpoints.</p> <p>My course content/materials are written and/or created by people from different perspectives and identities.</p> <p>My course content/materials center the perspectives of women, BIPOC, and underrepresented communities (e.g., attribution of scientific discovery, voices of lived experience through video/text).</p>		
<p>2. Accessibility (Examples: captioning, free online readings or other course materials, logistics of group work)</p> <p>See the table here as a guide to make the course accessible to all learning styles.</p>	<p>My course content/materials are accessible to all students, including those with disabilities.</p> <p>My course applied principles of universal design for learning, including multiple means of a) engagement, b) representation c) action & expression.</p>		
<p>3. Critical engagement (Examples: explicitly calling out racism [and other “isms”] and its implications)</p>	<p>My course content/materials critically engages with the effects of current and historical oppression on health inequities. I have used a tool such as this to guide me: Social Justice Syllabus Design Tool</p>		

<p>4. Diverse pedagogical teaching techniques (Examples: Using multiple teaching modes)</p>	<p>Diverse pedagogical choices are utilized to teach my course (i.e., lecture, problem-based learning, simulations, debate, etc.). Check out this resource on Inclusive Teaching.</p>		
<p>5. Respect for student needs</p>	<p>I make accommodations (i.e., for exams, quizzes, assignment due dates) for those who observe religious holidays.</p> <p>If required, the purpose of the attendance and class participation policies and processes for implementation are clearly articulated.</p> <p>I make my office hours more welcoming for students by following these tips.</p>		
<p>6. Respect for identity (Examples: name tents, surveys)</p> <p>This is a video by LGBTQ+ students about this topic.</p>	<p>I provide opportunities for my students to indicate the pronunciation or phonetic spelling of their name.</p> <p>I provide a space for my students to indicate preferred names/pronouns. (i.e., share the pronouns I use with class to model sharing.)</p>		
<p>7. Attention to language</p>	<p>I avoid stereotyping language.</p> <p>I avoid the general use of male pronouns.</p> <p>I avoid cultural phrasing (idioms) that does not translate from English easily.</p>		

<p>8. Facilitating discussion of different perspectives</p>	<p>I am prepared to handle differences of opinion/thinking/positionality in the classroom.</p> <p>I have guidelines/ground rules for course discussions with student participation (i.e., engaging in respectful disagreement without attacking individuals; making it clear that no student speaks for all other people who share a characteristic with them).</p> <p>I am comfortable providing an environment for discussion of personal and academic topics related to race, ethnicity, gender, gender identity, religion, sexual orientation, socioeconomic status, ability/disability, nationality, and other dimensions of diversity. I have used tools such as these: Talking about racism & Conversations about race</p>		
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Please reflect on the following:

1. After completing this form, what changes could you see making to the course?

2. The Diversity, Equity, Inclusion, and Justice Committee will use these reviews to inform decisions about training and resources that would be of use for our faculty. Are there areas identified above in which you would like support or areas where you would be comfortable sharing your expertise? If so, please share with the Associate Dean of Academic and Faculty Affairs Laurel.Kincl@oregonstate.edu

Helpful references:

1. Gurin, P., Day, E. L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 7(3), 330–366.
2. Ladson-Billings, G. (2009). Foreword. In M. L. Hill (Eds.), *Beats, rhymes, and classroom life: Hip-hop pedagogy and the politics of identity* (pp. vii–x). New York, NY: Teachers College Press.
3. Phillips, K. W. (2014). How diversity makes us smarter. *Scientific American*.
4. Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of teacher education*, 53(2), 106-116.
5. Ladson-Billings, G. (1995a). But that’s just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice*, 34, 159–165.
6. Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.
7. Day, L., & Beard, K. V. (2019). Meaningful inclusion of diverse voices: The case for culturally responsive teaching in nursing education. *Journal of Professional Nursing*, 35(4), 2
8. Taylor, S. D., Veri, M. J., Eliason, M., Hermoso, J. C. R., Bolter, N. D., & Van Olphen, J. E. (2019). The Social Justice Syllabus Design Tool. *Journal Committed to Social Change on Race and Ethnicity (JCSCORE)*, 5(2), 133-166. <https://journals.shareok.org/jcscore/article/view/87/58>

Adapted from Resources Developed By:

- University of Utah Center for Teaching & Learning Excellence: <https://ctle.utah.edu/inclusiveteaching/syllabus.php>
- Cornell University Center for Teaching Innovation: <https://teaching.cornell.edu/resource/incorporating-diversity>
- The University of Kansas Center for Teaching Excellence: <https://cte.ku.edu/creating-inclusive-syllabus>
- Tufts University Center for the Enhancement of Learning and Teaching: <https://provost.tufts.edu/celt/the-syllabus-as-a-tool-for-setting-the-climate/>
- University of Denver Office of Teaching & Learning: <https://www.du.edu/facsen/media/documents/iesyllabuschecklist.pdf>
- University of Washington Center for Teaching and Learning: <https://www.washington.edu/teaching/topics/inclusive-teaching/>
- Yale University Poorvu Center for Teaching and Learning: <https://poorvucenter.yale.edu/FacultyResources/Diversity-Inclusion>