Diversity and Social Justice Curriculum Fellows Report

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Introduction

 The Diversity and Social Justice Curriculum Fellows came about via common questions about the Diversity and Social Justice component of the Common Academic Program from the Common Academic Program, the Office of Diversity and Inclusion, and the College of Arts and Sciences. We were selected as a group and tasked with the following:

- Compile and organize resources, readings, and other materials that individuals might find useful in developing and teaching Diversity and Social Justice courses across academic disciplines. These materials may include readings, contextual documents, sample assignments, and activities.
- Make the material gathered available through an Isidore site built by the DSJ Curriculum Fellows.
- Develop guidance about what pursuit of the Diversity Institutional Learning Goal (ILG) may look like at the introductory, expanded, and advanced developmental levels. This guidance may take the form of sample learning objectives, rubrics, and activities appropriate to different levels of engagement.

 As a group, our goal was to provide clarity regarding the Diversity and Social Justice Component of the Common Academic Program specifically, and the larger Institutional Learning Goals (ILGs) generally, that are connected to the experiences of all undergraduate students at this university. In their Diversity Mapping Report to the University, submitted in 2018, Halualani & Associates noted a lack of clarity regarding outcomes for the Diversity and Social Justice Component:

 We find it highly unusual that the University of Dayton's Diversity and Social Justice CAP component area does NOT specify or feature any delineated or explicit student learning objectives or competencies for student mastery in the area. There has to be an intentional learning target around diversity learning and engagement for students. If not, "diversity" becomes an amorphous goal with no operationalization or traction for the university.

Halualani & Associates recognized some language in University descriptions of this component that can provide some general guidance regarding the development and implementation of courses: e.g., "...the University has a special concern for the poor and marginalized and a responsibility to promote the dignity, rights and responsibilities of all persons and peoples..." However, they stated that this language alone "does not provide enough of a curricular direction for this CAP component area related to diversity." Furthermore, they cautioned against the lack of clarity regarding how the University is approaching social justice. By developing a framework that specifies particular dimensions of diversity and social justice and the learning outcomes that courses in this component can strive to achieve, the Diversity and Social Justice Fellows hope to bring greater clarity to the work within this component of the curriculum.

Our Path

At our first meeting, the group began to review existing institutional documents connected in any way to diversity and social justice efforts at the University. These documents included Presidential addresses, institutional mission and vision documents, foundational documents such as the Habits of Inquiry and Reflection, and timely reflections on our current work such as the Diversity Mapping Report. These documents provided the groundwork for our ongoing conversation and efforts; gaining an understanding of how diversity and social justice is currently being articulated through university documents was critical and resulted in a list of questions that arose from our review.

The questions were used to compile a list of needs we felt should be addressed, not only as part of our work as fellows, but also part of the university's pursuit to achieve institutional goals related to diversity and social justice. Common questions and identified needs from fellows emphasised the significance of introductory capacities being foundation for building advanced capacities for diversity and social justice work, and the usefulness of common outcomes for scaffolded levels of development. This insight led the group to draft diversity and social justice learning outcomes that were later scaffolded and organized based on key dimensions of diversity and social justice. As further detailed below, the resulting learning outcomes were developed with consideration of their interconnectedness, and the intention of being inclusive of all context. Throughout the process, the group read scholarly articles on diversity and social justice endeavours across disciplines in higher education and incorporated best practices into the development of the resulting learning outcomes. An Overview and Outline of Meetings can be found in Appendix I.

Definitions

To connect with and contribute to work that has already been done on campus, we consulted and collected the most recent definitions of applicable terms to help reinforce existing messaging. Our goal was to link this work to already ongoing work on campus. A copy of the relevant definitions can be found here.

Scaffolded Structure

The Diversity and Social Justice component of the CAP curriculum builds on earlier CAP curriculum components and provides advanced-level learning centered on diversity and social justice elements. As seen in the chart below, which provides an overview of the CAP curriculum, earlier components such as the First-Year Humanities courses, the Second-Year Writing Seminar, and the Social Science, Arts, Natural Science, and Oral Communication courses should address beginner and intermediate-level DSJ outcomes as part of an intentionally scaffolded structure to develop students for an advanced-level DSJ experience in their junior year, and to provide growth towards our larger overall Diversity ILGs. If so, students enrolled in Diversity and Social Justice CAP courses would have the proper skills and competence necessary to engage in advanced level Diversity and Social Justice elements provided that prior CAP component have satisfied beginner and intermediate level learning outcomes.

Recommended Sequence	Component	Credit Hours
First Year	First-Year Humanities Commons	12
	Oral Communications	3
	Natural Sciences	7
Second Year	Second-Year Writing Seminar	3
	Mathematics	3
	Social Science	3
	Arts	3
Third Year	Crossing Boundaries	up to 12
	Advanced Study	9
	Diversity and Social Justice	**3**
Fourth Year	Major Capstone	0-6

Scaffolded ILG Diversity Outcomes

After consideration of peer-reviewed articles discussing inclusive education & curriculum as well as other institutions' diversity-related learning outcomes, the Fellows concluded that there are four dimensions of diversity that should be addressed in helping achieve the Institutional Learning Goal of Diversity. These dimensions are Intersectionality, Social Justice, Bias/Perspective, and Intercultural Competence. The definitions used by the Fellows for these dimensions came from other University documents related to diversity, for ease of communication across the University. The Fellows developed student learning outcomes at three levels of learning: Beginner, Intermediate, and Advanced. It is hoped that students will achieve the Beginning level outcomes through their first and second year CAP coursework, allowing the CAP Diversity & Social Justice course to focus on Intermediate and Advanced learning outcomes. For each level within each dimension, a program-level learning goal (in bold) is given that can be used across the University. Below that, in the lighter colored boxes, are more specific learning outcomes that can be used directly by faculty in their DSJ courses.

[https://docs.google.com/spreadsheets/d/1Evcl4QxAxNoBdF7UM2DNbIhyOONpcLaEsv2ucz2s0KM/edit#gid=0]

	BEGINNER (understanding of key terms and definitions)	INTERMEDIATE (development of skills needed)	ADVANCED (application of skills and knowledge)
INTERSECTIONALITY/POWER	*Demonstrate the vocabulary necessary to engage in diversity and social justice conversations.*	*Identify and articulate one's own positionality in relation to social systems and structures.*	*Apply the multiple relationships between intersectionality and power with an eye towards producing equitable change.*
Intersectionality is a framework for conceptualizing interlocking oppressions based on the interconnected nature of historically and systemically oppressed, underrepresented and underserved groups. As identities do not exist independently of each other, intersectionality makes the complex convergence of overlapping and interdependent systems of privilege and oppression visible.	Students will investigate the different dimensions of identity, and be able to understand and apply key DSJ terms/language through diverse perspectives. Students will able be able to understand the vocabulary necessary to engage in diversity and social justice conversations in a thoughtful and productive manner. In addition, students will consider how it can be linked in concrete manifestations to diversity, equity and inclusion.	Students will be able to analyze how culture and diversity are connected to structured inequalities, disproportionate power relations, systematic and social oppressions, and privilege, in both their contemporary and historical expressions. Students will also be able to describe how intersectionality shapes one's perceptions, understanding, and actions in interaction with others.	Students will be able to apply concepts of intersectionality and power to multiple social contexts through perspective-taking exercise, reflection, and analysis. In addition, students will be able to critique differences in power and/or positionality using multiple aspects of identity as needed to respond to complex social situations.and how these perceptions are perpetuated historically.
SOCIAL JUSTICE/INEQUALITY	*Examine the term social justice from multiple cultures and intellectual perspectives.*	*Understand the ways in which social systems create and perpetuate social inequalities.*	*Develop equitable solutions to respond to injustices and inequalities.*
Social Justice is the work to eliminate historic and systemic oppression and to build systems and cultures of human dignity where rights, accountability, equity, inclusion and access to the common good create conditions for people and communities to realize their full potential. (empathy)	Students will be able to understand the difference between equality and equity, and key concepts and principles of the Catholic-Marianist intellectual tradition as they relate to diversity and social justice. Students will also explore different definitions of social justice in religious and secular social philosophical traditions throughout the ages.	Students will assess how marginalized groups have been subject to injustice by current or past systems, institutions, or practices. Student will analyze systems, institutions, or practices that obstruct social justice. In addition, students will explore ways to interrogate and acknowledge historical influences of oppression and inequality to marginalized peoples, as well as how those systems are linked to current contexts and practices.	Students will be able to propose and pursue constructive and equitable responses to injustices. Students will be able to apply information and knowledge from the past to help create equitable responses in the present.
BIAS/PERSPECTIVE	*Differentiate between the types of bias.*	*Engage in self-reflection and dialogue on one's implicit/explicit biases.*	*Constructively responding to bias in an equitable manner.*
Bias is prejudice in favor of or against a person or group that affects our perspective on how we view others, influencing our ability to interact with them via the assumptions that have been internalized during the process of socialization. Such beliefs can manifest themselves in multiple ways, including but not limited to implicit bias, stereotypes, and microaggresions. (Seen as normative)	Students will be able to differentiate between implicit bias and stereotypes. Students will also be able to define terms like microaggressions, implicit bias, and stereotypes	Students will critically examine one's own biases, including both cultural biases and implicit biases, and will recognize that bias can manifest through attitudes and actions. They will also develop their own perspective and philosophy about DSJ, and how it applies to their personal and professional growth in concert with community	Students will be able to demonstrate techniques and utilize tools to interrupt micro-aggressions and bias behaviors that adversely impact under-represented communities, and embody ally practices.
INTERCULTURAL COMPETENCE	*Understand the difference between universal and particular.*	*Engage in dialogue among persons with diverse experiences for the purpose of building mutual understanding.*	*Engage different cultures to build equitable communities.*
Intergroup/Intercultural Competency is the process of listening, learning and reflecting to develop knowledge, skills, attitudes and commitments to engage across diverse groups in open, effective and socially responsible ways.	Students will be able to define culture and explain the different dimensions of culture. Students will be able describe the way the universal functions as a normative lens that often disadvantages the particular, specifically in relation to majority/minority relationships across aspects of difference.	Students will be able to evaluate the effects on and potential changes to the cultures of marginalized groups by systems of injustice, backgrounds, values, cultures, and abilities. Students will explore through dialogue the perspectives of multiple stakeholders on a given problem, threat, or difficulty. In addition, students will be able to listen in an affirmative and empathetic manner while engaging others with civility and respect.	Students will be able to devise and implement an equitable process for developing a solution in collaboration with people of multiple cultural groups or populations. Students will also be able to build meaningful relationships with people of multiple cultural groups or populations, especially those who might be marginalized or disadvantaged in a particular social context. In addition, students will be able to produce solutions that reflects the perspectives of stakeholder groups, especially those that might be marginalized or disadvantaged, and apply diversity as a source for creativity, productive collaboration, and growth.

Despite the visual separation of learning goals into individual categories that are holistically embodying in the Diversity and Social Justice component of the Common Academic Program, each of the dimensions are interconnected. Each of the dimensions are fundamentally interrelated to one another, and are collectively needed to comprehensively fulfill the Diversity and Social Justice component. Therefore, if learning goals of one particular domain/dimensions are selected, additional dimensions may also be fulfilled as a result of the interrelationship between them.

The recommended Diversity and Social Justice learning goals were intentionally developed in written in a manner that allows them to be applicable in a variety of contexts. Therefore, the recommended learning goals are applicable regardless of whether the course is focused on diversity and social justice in the local or global context. Likewise, the recommended learning outcomes are so applicable to experiential learning and community engaged learning initiatives as well.

Resource Map for Scaffolded ILG Diversity Outcomes
[https://docs.google.com/spreadsheets/d/1_6aWBOB8aB7aXfWfx5zeei2XsS_vOHBBD-6zBe2GnvY/edit#gid=0]

In accomplishing our charge to compile resources for faculty teaching DSJ courses, the Fellows decided the most logical organization for these was to align resources according to the scaffolded dimensions of diversity outcomes document described earlier, including keeping formatting consistent between the two documents. Users of the resources document may move

from the outcomes they desire to achieve in their course to resources that may help them achieve those outcomes. Effort was made to provide resources beyond just readings, so each resource is also described by the type of resource, such as reading, activity, multimedia, rubric, and other.

Recommendations

1. In coordination with Michelle Pautz, Tiffany Taylor Smith, and Danielle Poe, develop a measure roll-out for this work that will build institutional buy-in as well as drawing in co-curricular partners like Multi-Ethnic Education and Engagement Center (MEC) and Student Development.

Some specific suggestions/ideas to include in the larger roll-out:
   a. Blog post on Porches detailing what happened with the work the group did over the summer. Much like the blog post on Porches announcing the group, this would circle back to what was accomplished, and could be used to announce/advertise subsequent work moving forward (like Dialogue Zone meetings).
   b. Fall dialogues in the Dialogue Zone. Hosted dialogues intended to gather feedback and engagement. We also discussed framing the work as linked to DSJ and our work as a Marianist institution advocating and pursuing social justice.
   c. Complete and distribute survey to gather response/feedback.
   d. Attending CAP C to talk about and discuss our work.
   e. Participate in the January 2020 Teaching Forum; use this to build possible publication.
   f. Participate in the Inclusive Excellence Academy (IEA) in the Spring as part of building/educating/moving forward.
   g. Attend ongoing meetings as needed to help build conversation and awareness of DSJ along with broader diversity, equity, and inclusion work on campus along with fostering a stronger interest in developing our collective intercultural competence as a university.
   h. Publication of work. Looking to develop and convey work done, starting with January 2020 Teaching Forum, but looking to publish work outside UD as well.
   i. Identify the best ways to make use of this information gathered: what would be the best format to present it (Ryan Allen identified five options: Isidore, CAP website, Porches, custom website housed @ UD, or a Google site), and how could it be the best used in conjunction with other future information that may come from the other 6 ILGs. What is the best path forward on this front?

2. Map the rest of the curriculum to understand how UD is building and achieving scaffolded Diversity ILG outcomes. Specifically, identify where students are encountering the various beginner, intermediate, and advanced outcomes across their time at UD, and how the outcomes are being intentionally delivered in a scaffolded, developmental way during students' time at UD. This should include mapping connected co-curricular activities that actively contribute, such as the new Diversity Module required of all incoming students.

3. Develop (intentionally) the relationship between DSJ CAP requirements and the Diversity ILG (two sections on current sheet for DSJ CAP review) to help move this work forward.

4. Create a tailored DSJ CAP course review process that includes evaluation of DSJ-specific learning outcomes as outlined in the dimensions document.

5. Create an ongoing DSJ CAP review process that will help faculty engage with the new aspects of the Diversity ILG, and implement a stronger review process for CAP DSJ courses.

6. Provide support for individuals to assist in the necessary self-work regarding topics of diversity, social justice, inclusion, etc. Provide, and incentivize the use of, resources for course development as well as resources for the necessary personal development that is a prerequisite to accomplish stronger course development.

7. The participants in Creating Inclusive Community had decided in the spring that one of the projects they were interested in was engaging the issue of diversity in the curriculum, including CAP DSJ as well as the new Diversity Module, and looking to identify intentional ways, from a student perspective, how advocate for a more robust engagement with diversity at UD. Finding some way to work with them intentionally would be a good way to keep things moving.

8. Find a balance between the educational aspects of this work (providing resources for faculty and staff to do their own self work, and to pursue/engage diversity, equity, and inclusion work on campus) as well as the larger developmental aspects (at the structural and systematic level; i.e. those in power contributing to re-defining this work as part of our institutional mission) to better engage diversity at UD.

9. Create and sustain ongoing conversations regarding the relationships between curricular and co-curricular education on campus, in general but also specifically as this relates to the university's Diversity ILGs (which also need to themselves be developed along the lines of the goals and outcomes we created).

10. Similarly, create conversations between faculty and staff for what these goals are and how to accomplish them (which links back to the larger mapping point above).

Appendices
I. Thought Process Overview
[https://docs.google.com/document/d/1thmP8AXcylZIPrcGq_CG0-gDaXBqupJKPb_BgN1kOV0/edit]

II. Definitions
[https://docs.google.com/spreadsheets/d/1uc1AL26oAr1QLatKr5wED39tsNiY3muT5N3EZSEM7ZU/edit#gid=0]

III. Resource Map for Scaffolded ILG Diversity Outcomes
[https://docs.google.com/spreadsheets/d/1_6aWBOB8aB7aXfWfx5zeei2XsS_vOHBBD-6zBe2GnvY/edit#gid=0]