DEI In Curriculum- Model Principles and Practices

The goal is to help us redesign our curriculum and our practices with an equity-minded framework.

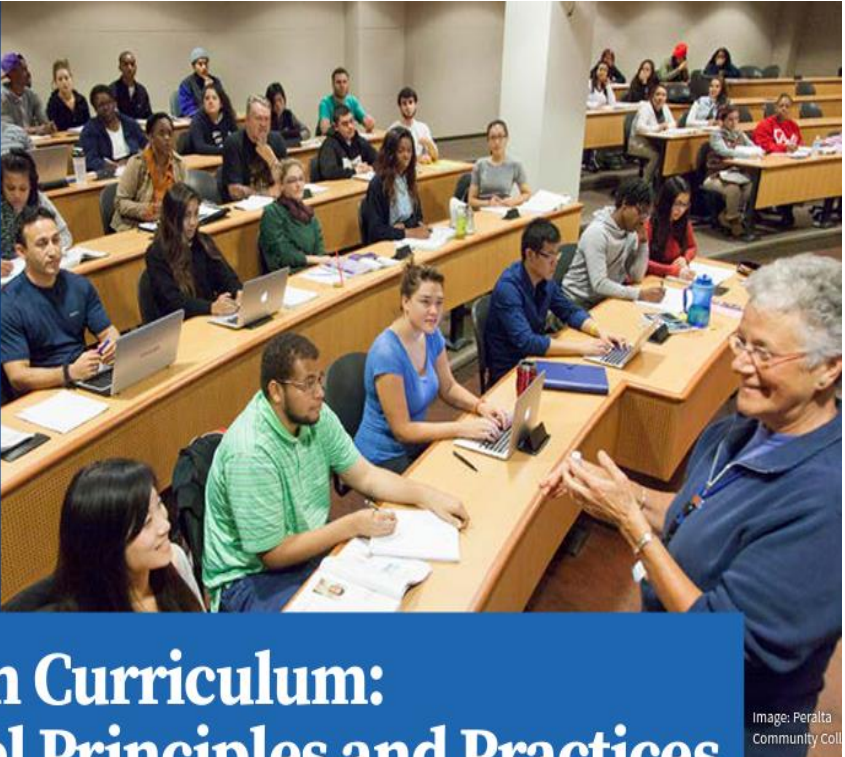DEI in Curriculum: Model Principles and Practices

What is it?

Intended for:
- Discipline faculty
- Curriculum committee members
- Academic Senate
- And administrators

The chart is a model and a tool of transformative principles to frame our curriculum development, processes, and practices.

It also helps us as faculty at the classroom level to frame our teaching practices and curriculum in diversity, equity, and inclusivity.

Why?

Cuyamaca Mission
Cuyamaca College advances equity and social justice through student-centered and innovative approaches to education. We strive to create unique and meaningful learning experiences that build upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve…

Why?

ASCCC supports
Many resolutions were passed in support of culturally responsive curriculum and adding IDEAA to COR requirements in T5.

CCCCC 5C supports
Reimagining curriculum through an equity lens and a commitment to curricular diversity, culturally responsive content , and anti-racism.

Students support
Curriculum that is responsive to all cultures and fosters cultural awareness and appreciation.

Suggested Categories...

- Textbooks
- Student-facing documents
- Role of discipline faculty
- Course syllabus
- Classroom assignments/assessments
- DEI in all disciplines
- Ethnic Studies as a discipline
- Siloed programs and services

Understanding the chart...

Traditional Educational Practice	Equity Principle	Culturally Responsive Classroom Practices	Culturally Responsive Practices for Curriculum Committees and Local Senates
Supporting research may be found at the end of this document.	Supporting research may be found at the end of this document.	All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
• One dominant culture represented in textbooks and course materials. • High cost of course textbooks and materials.	• Represent multiple cultures in textbooks and course materials. • Use low-cost and zero-cost textbooks/materials. • Use open educational resources.	Select textbooks and course materials that include multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, ... perspectives. • Explore and select open educational resources and low-cost textbooks and materials for a reduction of costs when feasible. • Ensure textbooks and materials are accessible. • Enhance textbook selections with additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed. • For additional resources for effective inclusion, diversity, equity, antiracism textbook and resource audits—see ASCCC OERI Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Framework.	• Review textbook and course material selections for inclusion of multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, ... abilities perspectives; and provide feedback and guidance. • Encourage and incentivize reduction of textbook and material costs (via reviews of units, textbook costs, and other materials). • Ensure textbooks and materials are accessible. • Model, encourage and incentivize inclusion of additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed.
• Student-facing documents and descriptions focused on deficit-minded language.	• Use asset-minded and decolonized language.	• Shift language from impersonal verbiage and descriptions to warm, culturally responsive content. • Reword language from a colonized mindset to an equity mindset (e.g., colonized vs colonial; enslaved instead of slaves). • Collaborate with student services faculty and classified professionals to prioritize student needs in a more hands-on, holistic approach that addresses the whole student.	• Examine equity-minded language continuity in documents that are front-facing to ensure culturally responsive practices such as in course descriptions, catalogues, course outlines of record, websites, and policies. • Review documents for language and descriptions that may be impersonal and shift descriptions to be warm and culturally responsive. • Recommend and model rewording language from a colonized mindset to equity mindset.

Column 1 vs. 2

Column 3 & 4

Classroom assignments/assessments

Traditional Educational Practice	Equity Principle	Culturally Responsive Classroom Practices	Culturally Responsive Practices for Curriculum Committees and Local Senates
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• Classroom experiences, assignments, and assessments are built from an individualist perspective.	• Shift to a collectivism perspective to engage authentic lived experiences and relate to students' cultural norms.	• Build on diverse backgrounds to engage as a familia, tribe, or village through collaborative classroom activities. • Be a warm demander and co-learner with students. • Intentionally create collaborative engagement opportunities (e.g., group work, peer-to-peer work, pair shares, etc.)	• Encourage assignments, practices, and assessments that are formative in addition to summative. • Review for a variety of methods of evaluations, assignments, and assessments. • Encourage and provide professional development for the creation of authentic assessments.

Another Example: Role of discipline faculty

Traditional Educational Practice *Supporting research may be found at the end of this document.*	Equity Principle *Supporting research may be found at the end of this document.*	Culturally Responsive Classroom Practices *All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:*	Culturally Responsive Practices for Curriculum Committees and Local Senates *Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:*
• Institutional culture of deference to discipline faculty as the only experts on curriculum.	• Interrogate systemic and institutional barriers. • Dismantle institutional deference to hierarchies that perpetuate barriers. • Move as a faculty collective toward antiracist critical consciousness.	• Complete training and professional development on cultural curriculum audits. • Embrace DEI discussions, value cross-functional input, and solicit interdisciplinary feedback. • Take care not to "weaponize" academic freedom and academic integrity as tools to impede equity in an academic discipline or inflict curricular trauma on our students, especially historically marginalized students.	• Assert the voice of and embrace the power and authority granted in educational code and title 5 to make curriculum decisions, as is the responsibility of curriculum committees. • Intentionally include culturally responsive experts on curriculum committees and for review of course outlines of record (CORs). • Agendize and normalize DEI discussions and intentionally alter practices that perpetuate barriers. • Create a curriculum committee handbook that requires a diversity, equity, inclusion, and antiracist lens for the COR. • Make time for critical conversations, empowering faculty to hold each other accountable for embedding cultural humility in faculty self-reflection and cultural competency into lessons and activities. • For more information on embedding DEI into the COR—see Rostrum article "Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record".

Next Step:

- What can I do?

a) As discipline faculty
b) As Program Chair
c) As Curriculum member
d) As Curriculum Chair
e) As a Senate member