

D-Designation

I. Description

From d-Designation Proposal (approved by the Faculty Senate):

- A d-designated section will address the culture of equity and social justice with the United States through course content, pedagogy, and classroom climate.
- A d-designated section will incorporate issues of diversity and social justice into their established course content with an emphasis on inclusive pedagogy and classroom climate.
- A d-designated section will examine and explore bias and discrimination within the United States based on a variety of individual and group factors.
- A d-designated course will not simply input one or two lessons on “other cultures” into the curriculum to satisfy the d-designation requirement.

II. Strategies

Below are some suggestions and examples of how a course may incorporate issues and concerns of diversity, equity and social justice through course content, pedagogy, and climate. (Note: The following list should also make clear the relevance of the d-designation for instructors and classes across the curriculum.)

Content	<ul style="list-style-type: none">• Identifies discipline-specific diversity learning objectives. <u>Examples</u><ul style="list-style-type: none">○ A Physics course aims to improve students’ awareness of the contributions of women and people of color to the field.○ A Journalism course seeks to improve students’ knowledge of diversity programming.• Fosters the development of critical thinking skills <u>Examples</u><ul style="list-style-type: none">○ A Mathematics course addresses the theoretical grounding for various problems or formulas.○ In a Business course, students are asked to analyze some of the central assumptions that underlie dominant business practices.• Content addresses issues or concerns related to diversity, equity, or social justice in the United States <u>Examples</u><ul style="list-style-type: none">○ A Sociology course examines how historical cases of
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	<p>structural, institutional, and ideological discrimination arise as a result of the socially defined meanings attributed to difference.</p> <ul style="list-style-type: none"> ○ An Engineering course examines the history of the discipline from the perspective of diversity and difference, asking about the status and contributions of diverse social and cultural groups to the field. <ul style="list-style-type: none"> • Assigns readings that represent diverse social and cultural voices and perspectives. <p><u>Examples</u></p> <ul style="list-style-type: none"> ○ A History course examines different accounts of major historical events from various social perspectives. ○ A Political Science instructor actively seeks out course materials that are written by persons who belong to a diverse range of social groups <ul style="list-style-type: none"> • Instructor makes an effort to historically and socially contextualize material, especially when relevant to concerns of diversity, equity, or social justice and equity <p><u>Examples</u></p> <ul style="list-style-type: none"> ○ A Mathematics course discusses the social and cultural context in which a theory was developed and explores potential connections between the theory and the dominant cultural norms and values. ○ In examining different theories of intellectual development, an Education course asks about the relationship between theory and social/cultural context; that is, the extent to which the different theories reflect or were shaped by the norms and values that dominated the social and cultural contexts in which they emerged. <ul style="list-style-type: none"> • Explores viewpoints that question power relationships or longstanding conventional wisdom within the discipline <p><u>Examples</u></p> <ul style="list-style-type: none"> ○ A Philosophy course may analyze dominant theories of knowledge from a gendered perspective, asking to what extent they privilege the experiences of men. ○ A Communications instructor may ask students to locate culturally or socially biased content in textbooks or other course materials. <ul style="list-style-type: none"> • Addresses the concerns of diverse groups <ul style="list-style-type: none"> ○ A Nursing Nutrition course addresses socioeconomic
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	<p>factors, environmental justice, access to grocery stores versus a corner store, and cultural food choices including the Standard American Diet.</p> <ul style="list-style-type: none"> ○ A course in Political Science may look at concerns that are of particular relevance for marginalized groups in the U.S. <ul style="list-style-type: none"> • Examines or approaches discipline-specific questions or problems from multiple social or cultural perspectives. <p><u>Examples</u></p> <ul style="list-style-type: none"> ○ An Educational Methods course focuses on the impact of the American educational model on students and society. ○ A Literature course examines major works from various social and cultural perspectives.
Pedagogy & Climate	<p>D-designated sections rely on inclusive pedagogy and encourage opportunities for transformative experiences for all participants, as well as foster a safe and respectful classroom environment. Instructors can do a variety of things to ensure that students' learning experiences and classroom environment are inclusive, transformative, and safe. Some strategies include:</p> <ul style="list-style-type: none"> • Use of inclusive language (e.g., gender inclusive 'firefighter versus gendered 'fireman') • Uses examples that challenge, rather than reinforce stereotypes and power relationships (text book states that on a continuum of wellness to death that disability is right before death. Raise questions about where a Para-Olympian fits on continuum or explore Deaf culture. • Collaborate with students to develop guidelines for safe and respectful classroom behavior • Utilize a variety of instructional strategies, including cooperative learning • Remain conscious on of one's own cultural and social identity (including one's position relative to power and privilege) and consider its significance for teaching and interacting with students who are differently situated • Be sensitive to the potential range of student experiences and reactions to material and class discussions (e.g., in some cases students may have a strong emotional response and may need support outside the classroom)

	<ul style="list-style-type: none"> • Incorporate community outreach components into the course. • Incorporate diverse teams in Science/Engineering courses containing laboratory team-work, senior capstone design and field projects. • Initiate a feedback from all groups of the student community to better reflect in future classes their suggestions for courses improvement.
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III. Key Terms & Concepts

1. **Equity & Social Justice:** taken together, these terms highlight concerns about the relative impact of social institutions and structures on the choices, actions, and opportunities of the persons and groups who are situated within them; involves concerns about equity and fairness with regard to how persons are treated, the opportunities they enjoy, and their access to resources.
2. **Diversity:** dissimilarities between persons/groups, such as in their traits, qualities, characteristics, beliefs, values, and mannerisms, as a result of differences in backgrounds or group memberships. Among some of the sources of diversity in the US are ethno-cultural background, citizenship, national origin, social positioning, language, religious background,
3. **Inclusive Pedagogy:** aims to ensure equity and social justice in education; of primary importance is the need for equitable learning environments—environments in which all students, regardless of social or cultural identity, are able to participate equally in and have their needs and interests met through the educational process; recognizes the need for critical attention to all aspects of education—curriculum, classroom climate, pedagogy, and context—in order to ensure equitable learning.
4. **Social Difference:** social group-based differences that correspond to and develop from the differential and unequal positions persons occupy within the social system as a result how they are identified relative to structures of power and privilege, such as race, class, gender, age, ability, ethnicity, etc.
5. **Social Identity:** how persons are identified and positioned within society relative to systems of power and privilege, such as those of race, ethnicity, nationality, gender, age, ability, class, and the like.