Integrating Diversity and Inclusion in Engineering

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Agenda

- Warm-Up
- PRIDE Model
- Two tools to help you
- Concepts to know and how to mitigate them: Privilege, Bias, Microaggressions, Hidden Curriculum
- Summary and Feedback

Warm-up

Participation Guidelines

Reflect before you speak

Expect to learn and listen

Share honestly and use personal examples

Participate with an open mind

Engage empathetically

Charity is essential to meaningful dialogue

Take responsibility for participation and positive change
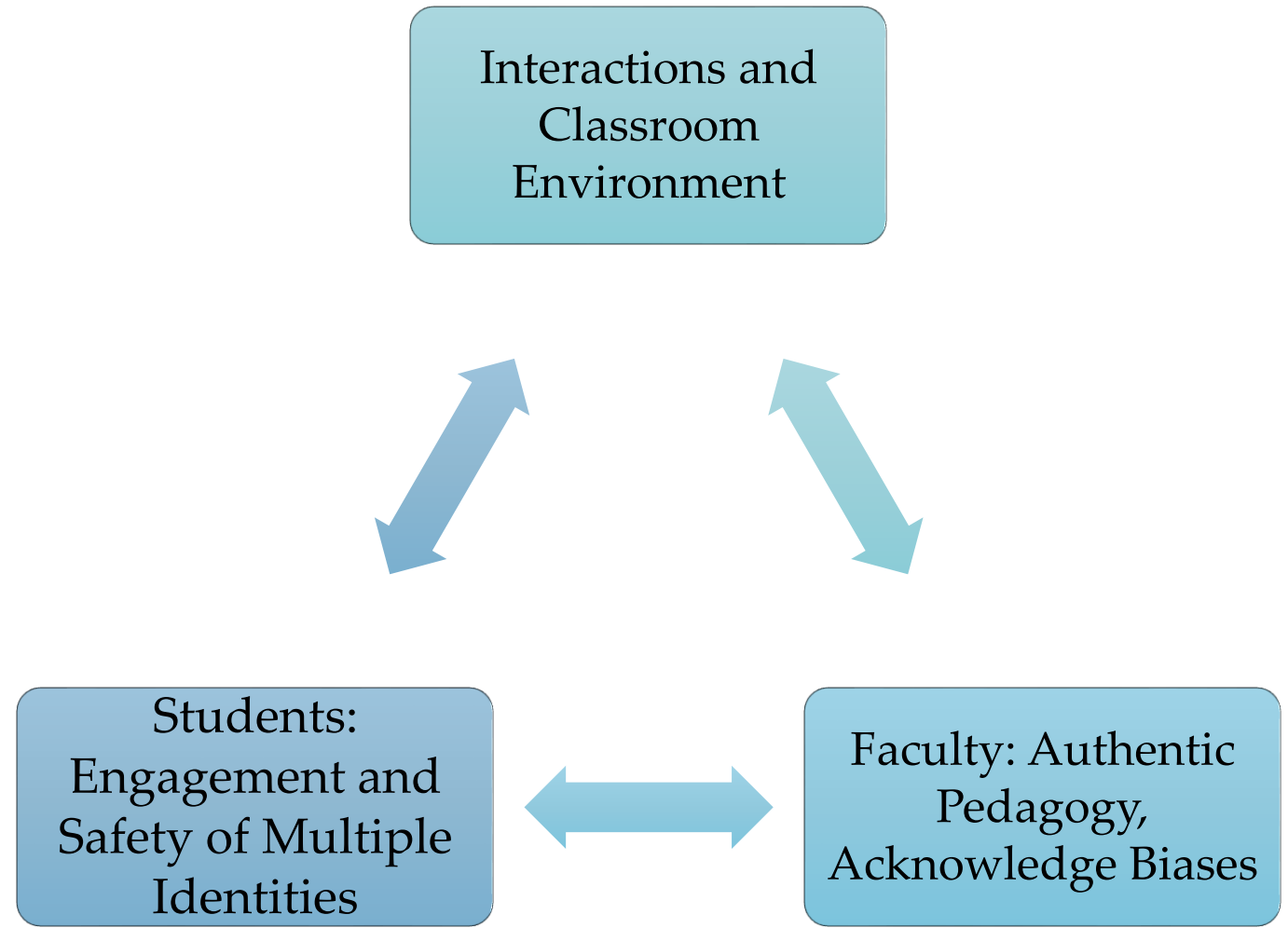
PRIDE Model

The PRIDE Model is an approach to integrate diversity and inclusion in educational settings

Assumptions:

1. Education is a social experience
2. Identity development is fundamental to engineering education
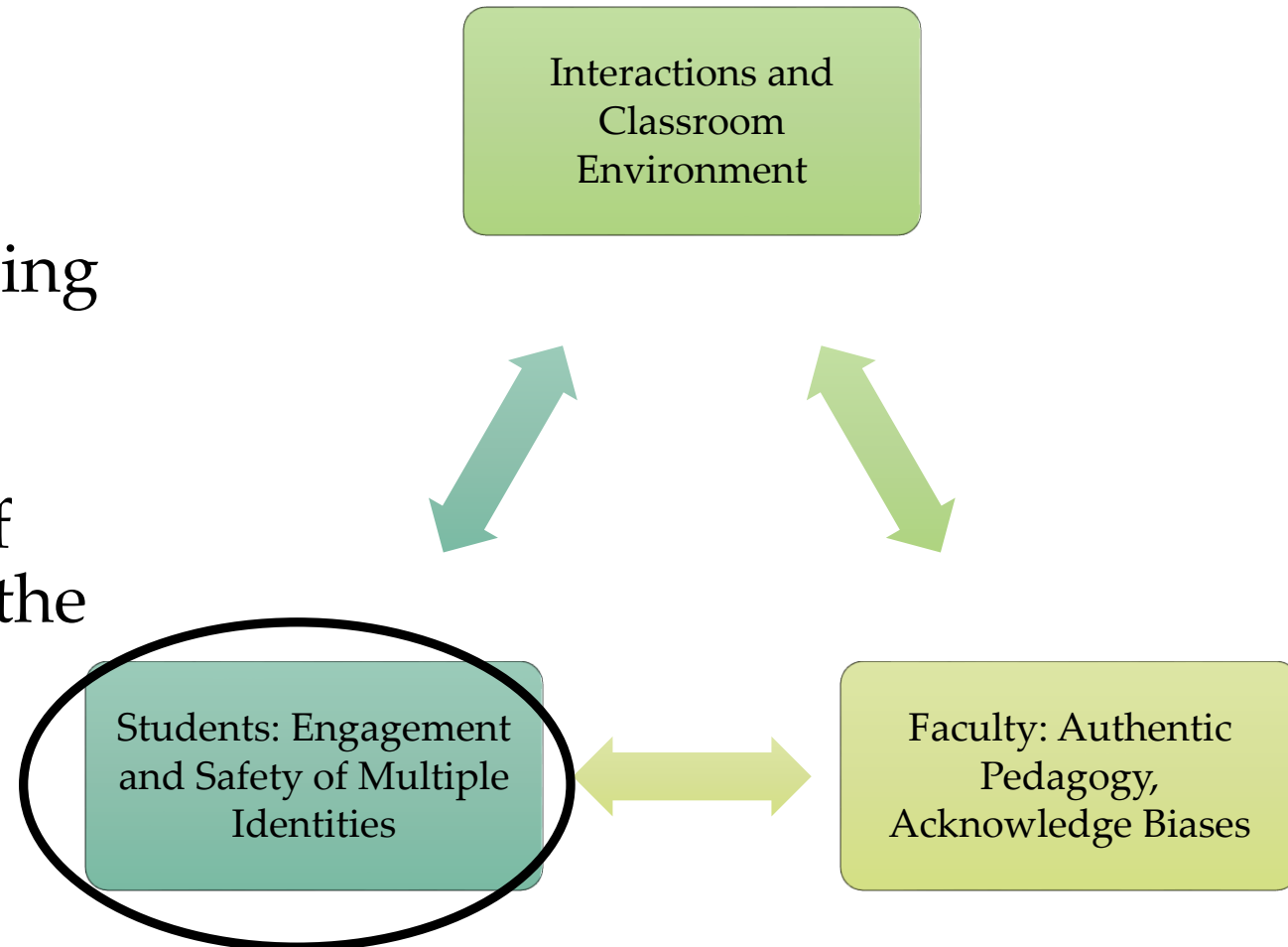3. Diversity is an outcome of **Inclusive** and **Equitable** environments

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Student Diversity and Inclusion

- Students have multiple identities (Abes,2007)

- Intersecting Identities in Engineering (Jones, 2012)

"students' identity is at the center of educational processes that occur in the classroom" (Hurtado, 2012)
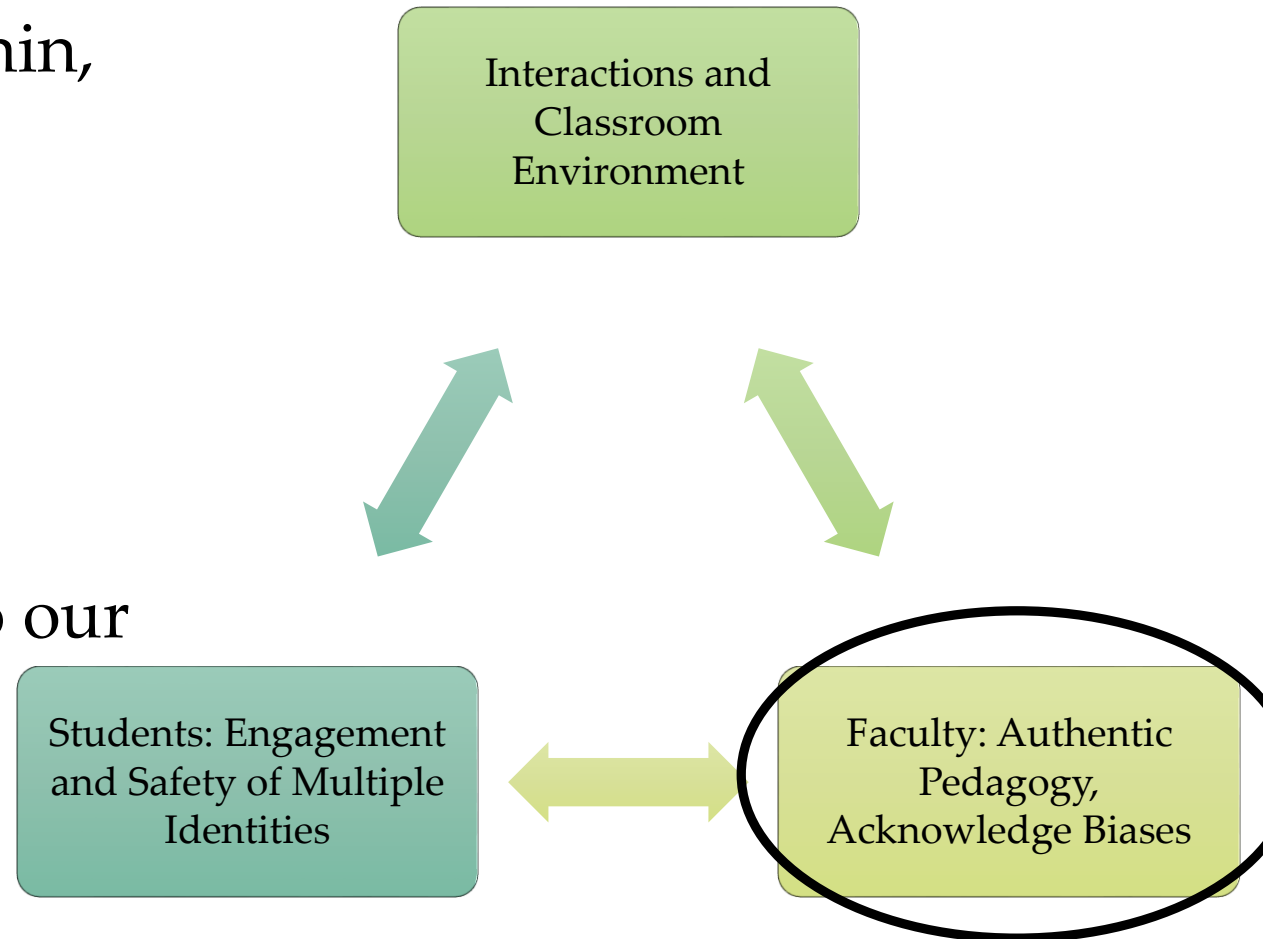
Interactions and Classroom Environment

Students: Engagement and Safety of Multiple Identities

Faculty: Authentic Pedagogy, Acknowledge Biases

How is STUDENT diversity and inclusion included in your RED project?

Faculty Diversity and Inclusion

- Faculty: Authentic Pedagogy (Kinchin, 2008) and Bias (Torino, 2015)

- Privilege is an unearned benefit (McIntosh, 1988)

"When we bring our sense of self into our teaching we work toward becoming authentic" (Cranton, 2004)

Interactions and Classroom Environment

Students: Engagement and Safety of Multiple Identities

Faculty: Authentic Pedagogy, Acknowledge Biases

How is FACULTY diversity and inclusion included in your RED project?

Two tools to help you

Debriefing Process

Bias Event → Thoughts → Feelings → Assumptions → "Old" Behavior → "New" Behavior → Equity

Self-Reflection is Key

Culturally Responsive Curriculum Reflection Resource (see workbook)

- What underlying assumptions or values are embedded in this curriculum/lesson?
- Is this content that was taught in your home growing up? In your school as a student? As a teacher? Consider your relationship to this lesson based on your history and socialization with it.
- In what circumstances could this content be teaching positive archetypes/ideals? negative or harmful archetypes/ideals?
- What kinds of questions could you ask your students to draw out the impact it had on them, as well as wonderings, aversions, and critiques of the curriculum?
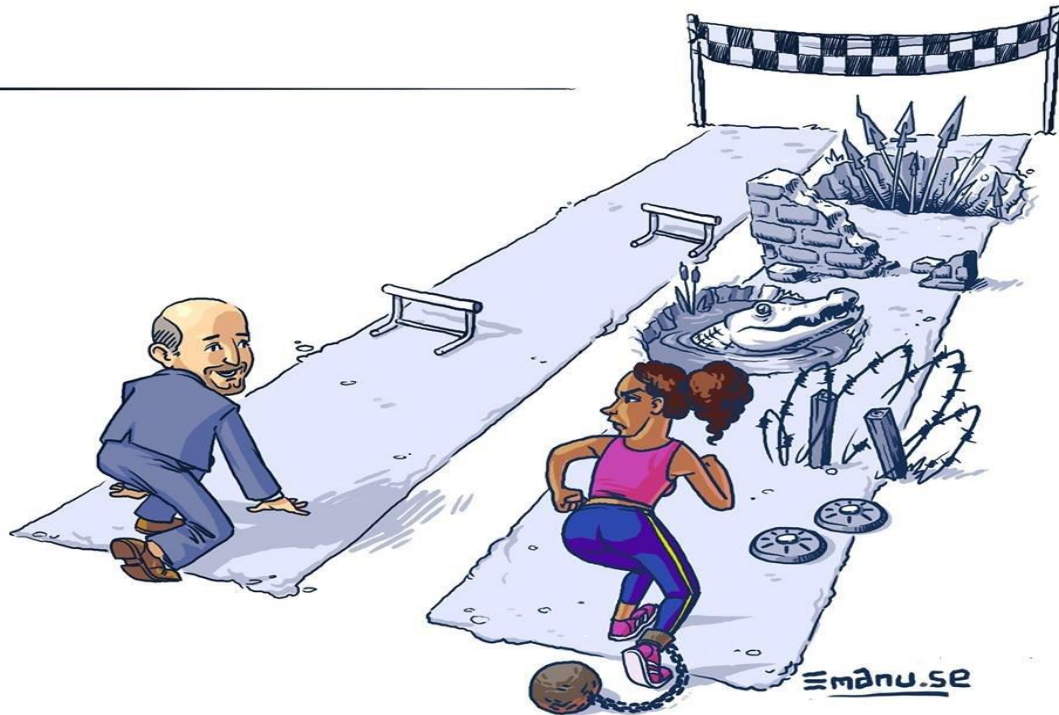
Concepts to Know, and Ways to Mitigate the Effects

Activity: Your Action Plan

	Student Focus	Faculty Focus	Student-Faculty Interaction Focus
Privilege			
Bias			
Microaggressions			
Hidden Curriculum			

Privilege, Characterized

"What's the matter? It's the same distance!"

- **Advantage received by nature of (one or more) of your identities**
- **Privilege is relative, with differing magnitude (+/-)**
- **Intersectional in nature**
- **Systems of privilege hurt us all**
- **Individuals can bend or disrupt**

Ideas for Mitigating Privilege in the Classroom

Students

- Require role turn-taking in groups
- Intentional questioning and engagement
- Ask for preferred pronouns
- Inclusive examples
- Avoid stereotypes and assumptions
- Maintain civil dialogue

Faculty

- Acknowledge your own privilege and multiple identities
- Develop diversity statement
- Seek informal feedback
- Acknowledge student's multiple identities
- Be authentic; admit lack of awareness
- Celebrate diverse perspectives

Bias

- Bias is defined as **prejudice** in favor of or against one thing, person, or group compared with another

- We ALL have cognitive bias

- EX: Confirmatory and Negativity

Ideas for Mitigating Bias in the Classroom

Students

- Collect confidential team feedback
- Monitor participation and engagement

Faculty

- Provide regular feedback and communication
- Blind grading

Microaggressions

Subtle often unrecognized commonplace verbal or behavioral (nonverbal) indignities, whether intentional or unintentional, which communicate **hostile**, derogatory, or negative slights and insults to a group.

Ideas for Mitigating Microaggressions in the Classroom

Students

- Require civil dialogue
- Co-create ground rules
- Respect not acceptance
- Expect professional behavior
- Address microaggressions immediately

Faculty

- Develop and add diversity, equity, inclusion statement to syllabus
- Visual markers (safe zone)
- Set examples around language (preferred pronouns): Set an example, and have everyone share theirs.
- Be prepared to intervene

Hidden Curriculum

- A **hidden curriculum**: the lessons that are taught informally, and usually unintentionally, in a school system. It is NOT the formal curriculum.

- Students learn, early on, to form opinions and ideas about their environment and their classmates. For example, children learn 'appropriate' ways to act at school, learning what's going to make them popular with teachers and students.

- The hidden curriculum in our schools molds perspectives of students about issues such as gender, morals, social class, stereotypes, cultural expectations, politics, and language.

- https://study.com/academy/practice/quiz-worksheet-hidden-curriculum.html

Ideas for Mitigating the Hidden Curriculum in the Classroom

Students

- Ask them to share with each other their best study practices

Faculty

- Make expectations explicit (quality of work, office hours, etc)
- Share anonymous grade distributions

Summary and Key Points

- The PRIDE Model is an approach to integrate D&I, helps you to focus on key areas that affect classroom inclusivity.
- Diversity is an Outcome of Inclusion and Equity

- Privilege: Unearned benefit and intersectional
- Unacknowledged bias leads to microaggressions
- Hidden curriculum can hurt students

- Question: **What else can YOU do?**

Questions & Acknowledgement

Survey Feedback