

Integrating Diversity and Inclusion in Engineering

Workshop by Kelly Cross and Liz Litzler, RED PI Meeting, 2018

Debriefing and Reflection Process

Created by: Christian Matheis and Masayuki L. Sugie



Debriefing Notes	Example	Notes
Thoughts	Immediate reaction; How did that go; what are some of your thoughts?	
Feelings	“Feeling words”; What are you feeling; what is the target feeling? Any power dynamics?	
Assumptions	What are your underlying assumptions? What do I know for sure?	
“Old” Behavior	What is your typical, normal reaction and response? Who do you respond to?	
“New” Behavior	What is your BEST reaction or response? How does your reaction display empathy for target?	
Equity	How can you establish equity norms or prevent [blank] event? Do you have a plan that is safe?	

Reflection Notes:

Curriculum Reflection Resource **Culturally Responsive Teaching: Critical Questioning Guide** Created by: Emily A. Affolter and Sarah Ziv Rosman

Informing pedagogy, practice, and curriculum

1. What underlying assumptions or values are embedded in this curriculum/lesson?
2. Is this content universally applicable, or would it be more beneficial for some than others? For whom and in what circumstances?
 - What people/groups may be left out of the conversation? To whom does this content apply? In what circumstances? Why? To whom does this content exclude? In what circumstances? Why?
3. How do you relate to this lesson? How does that inform your read and delivery of it?
 - 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.
 - How might your own history with a lesson/content or related knowledge inform your teaching of it?
4. How have you seen this content represented in the public sphere? By whom? In what ways? For what purposes?
5. Does the appropriateness of this lesson change from context to context? If so, how? If this is the case, in what ways do you make this explicit with students?
 - In what circumstances could this content be teaching positive archetypes/ideals?
 - In what circumstances could this content be teaching negative or harmful archetypes/ideals?
 - How might you articulate this to your students?
6. What is the intended purpose of this curriculum? What might it look like to be successful with this content?
 - 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?
7. What are the intended products (i.e. oral presentation, poster, essay, skit, storyline character & setting, etc.) produced for the end of this unit, and how does that influence the delivery of content? Does the product, in fact, enhance what you are doing and if so, how? Does it contribute to deeper understanding of the topic? How do you know?
8. What other questions would further hold you accountable to equitable ideals in your curriculum-refining process?

**INDIVIDUAL: Action Planning for Diversity, Equity, and Inclusion,
using the PRIDE Model**

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

TEAM: Action Planning for Diversity, Equity, and Inclusion, using the PRIDE Model

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