Redesigning for Diversity, Equity, and Inclusion

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Education and Faculty Affairs
Goals

1. Describe the construction of frameworks illustrating the relationship between institutional values and DEI in order to advance buy-in among faculty and staff.

2. Discuss strategies to redesign curriculum administrative processes to systematically encourage reflection on and the integration of inclusive design in online management processes and instructional design.

3. Discuss preliminary pilot results, challenges, and lessons learned.
BACKGROUND
Circa: 2015 - 2016

cura personalis

educating the whole person

community in diversity

people for others

interreligious understanding

STRATEGIES TO INTEGRATE JESUIT VALUES INTO ONLINE AND ON-CAMPUS COURSES
Circa: 2015 - 2016

Academic Excellence

Examples of how to integrate Academic Excellence into the curriculum:

- Faculty adheres to the tenets of the CoI (Community of Inquiry).
- Faculty actively post thoughtful written responses to the Discussion Boards and video comments to VoiceThreads that encourage students to think critically and engage in addition discussions.
- Using videos, email, Discussion Boards and VoiceThreads, the faculty share relevant practices and professional experiences with students.
- Invite leaders in the field to serve as guest lecturers (asynchronous and synchronous) to discuss how they remain at the top of their field.
- Ensure that required reading lists include current and relevant research articles.
- When appropriate, integrate high-quality and relevant software and open educational resources into the course.
- Invite students to participate in a synchronous session via Zoom to discuss current events or topics of interest to students.
- Create graphics and videos to help learners organize, interpret, and connect new information prior learning.
- Integrate video lectures that provide a historical context of the matter being studied.

MPHR 818 - STRATEGIC PLANNING & HR STRATEGY

This course establishes a community of practice and inquiry by engaging students through thoughtfully developed discussion & VoiceThread activities in each instructional module. Students rely on peer reviews and feedback in order to improve their application of new skills and concepts throughout the course. (Course currently in development, screenshot not available.)

Integrate Tool in Online Development → Scale Buy-In, Cultural Change
To what extent have you engaged in similar efforts?
Circa 2020: University Cultural Climate Survey

- Degree-seeking students
- Adapted from National Institute for Transformation & Equity questionnaire
- Indicators associated with sense of belonging, bias, prejudice, discrimination, accessibility, classroom environment, and University resources and responsiveness

5 Years → SCS Experienced in Integrating Values into Online Design
Areas for Improvement (sometimes, rarely, never)

- **76%** Focused classroom conversations on inequality.
- **67%** Explicitly talked about the importance of diversity in the classroom.
- **55%** Offered assignments that allowed me to relate the task to my (own) cultural communities.
- **53%** Included required readings from authors who represent diverse communities in the syllabus.
To what extent has your organization engaged in assessing the cultural climate?
CREATING A FRAMEWORK FOR BUY-IN: 3 Things
Inspiration: Jesuit Values vs. Cultural Climate

1st → Examine Constructs, Observed Overlaps
Example 1: Jesuit Values vs. Cultural Climate

- Community in Diversity
- Institutional Diversity
Inspiration: Jesuit Values vs. Cultural Climate

Academic Excellence

Culturally Relevant & Responsive Pedagogy
## Jesuit Values Cultural Climate Alignment

<table>
<thead>
<tr>
<th></th>
<th>Institutional Diversity</th>
<th>Culturally Responsive Response Systems</th>
<th>Culturally Relevant Responsive Pedagogy</th>
<th>Engagement with Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Excellence</strong></td>
<td></td>
<td></td>
<td>Instructors at Georgetown are effective at creating classrooms in which all values are equally shared</td>
<td>Faculty at Georgetown are skilled at facilitating conversations about inequality.</td>
</tr>
<tr>
<td><strong>Community in Diversity</strong></td>
<td>Georgetown is committed to fostering an inclusive environment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cura Personalis</strong></td>
<td></td>
<td>People in my graduate school often send me important information about new learning opportunities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2ND → Thought Exercise
## World-wide Tour for Feedback | Buy-in

<table>
<thead>
<tr>
<th>Dean's Cabinet</th>
<th>SCS Faculty</th>
<th>Jesuit Values Committee</th>
<th>University Curriculum Transformation Committee - Racial Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity, Equity, Belonging, Inclusion Committee</td>
<td>HR</td>
<td>Academic Affairs</td>
<td>University Office of Assessment and Decision Support</td>
</tr>
<tr>
<td>Events</td>
<td>Jesuit Values Committee</td>
<td>Online</td>
<td>University Chief Diversity Officer</td>
</tr>
</tbody>
</table>

3RD → **Reduce Resistance** → **Test Conceptual Alignment**
If we are not focused on advancing cultural inclusion in our work, are we living up to our university values?
3 STRATEGIES TO REDESIGN CURRICULUM ADMINISTRATOR PROCESSES
Strategy #1: Requested Pilot Participants

Curriculum Oversight Processes

Program Roundtable  Program Development  Academic Officers  Online

1st → Test Aligned Approach Through Piloting Process Changes
Strategy #2: Identified Forms & Processes

Curriculum Oversight Processes

Program Roundtable
- New Program Concept Form

Program Development
- New Program Proposal

Academic Officers
- Curriculum Change Form

Online
- Maintenance Request Form

2ND → BRAINSTORM FACULTY RELATED TOOLS
Q5 - Given the processes/request forms you listed above, select the options that best represent the relationship between Jesuit values and the Cultural Climate Indicators.

Strategy #3: Designed Survey Instrument for Reflection
PRELIMINARY RESULTS, CHALLENGES, LESSONS
Pilot Outcome #1: *Revised Processes | Forms*

- Reflect
- Invite
- Support

Maintenance Request

**Questions**

1. What evidence supports the request for changes (i.e. student course evaluation data, faculty feedback, student performance)? Please write or attach any evidence that supports this request.
   - Long answer text

2. How does the course currently integrate Diversity, Equity, and Inclusion (DEI)?
   - Long answer text

3. How does the course currently integrate Jesuit Values?
   - Long answer text

4. Would you like to learn how to integrate DEI and Jesuit Values into your courses? *
   - Yes.
   - No.
<table>
<thead>
<tr>
<th>Jesuit Values</th>
<th>AD MAJOREM DEI GLORIAM</th>
<th>CONTEMPLATION IN ACTION</th>
<th>ACADEMIC EXCELLENCE</th>
<th>EDUCATING THE WHOLE PERSON</th>
<th>CURA PERSONALIS</th>
<th>FAITH THAT DOES JUSTICE</th>
<th>PEOPLE FOR OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Climate</td>
<td>Cultural Responsiveness</td>
<td>Graduate School Experience</td>
<td>Culture and Pedagogy</td>
<td>Campus environments respond to the needs of diverse students and provide the support for students to thrive.</td>
<td>Student experiences of belongingness, difficulties, changes in abilities, and commitments compared to when they first entered current graduate school, and satisfaction with their current graduate school at Georgetown.</td>
<td>The faculty fosters a caring and individually tailored relationship with students.</td>
<td>The course integrates content that addresses the social realities of oppression, poverty, and injustice.</td>
</tr>
<tr>
<td>Inclusive Pedagogy</td>
<td>Content</td>
<td>Assessment</td>
<td>Reflect diverse voices in the industry</td>
<td>Communicate expectations and values</td>
<td>Allow for different aptitudes to be showcased</td>
<td>Use formative assessments to allow</td>
<td>Allow aptitude showcased</td>
</tr>
</tbody>
</table>

**Jesuit Values**

- **Cultural Climate**
  - Cultural Relevance
  - Cultural Responsiveness
  - Culturally Relevant and Responsive Pedagogy
  - Culturally Responsive Support Systems
  - Engagement with Diversity
  - Graduate School Experience
  - Institutional Diversity

**Inclusive Pedagogy**

- Assessment
- Climate
- Content
- Pedagogy
- Power
Lessons

- Pilotee and process diversification
- Important for community to have conceptual understanding of values
- Design the JV/CCI/IP tool before revising questions
- Redesign survey instrument to collect qualitative and quantitative feedback

Next Steps

- Finalize JV/CCI/IP tool
- Define pre/post data collection strategy
- Run pilot through summer
- Beginning fall, analyze data
Questions and Thank you!

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Evaluate Sessions and Win!

- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen
  - Complete session evaluation*

*Each session evaluation completed (limited to one per person per session) = one contest entry. **Five (5) $25 gift cards** will be awarded.