

Boston University School of Public Health Syllabus Assessment Tool for Diversity, Equity, Inclusion, and Justice

The Boston University School of Public Health (SPH) strives to recognize and support the diversity of our students and their experiences, whether in the classroom, in the community, or in their personal lives. SPH's vision statement reflects our commitment to diversity, equity, inclusion, and justice:

SPH Mission

To improve the health and well-being of populations worldwide, particularly the underserved, through excellence and innovation in education, research, and practice

SPH Values

We are committed to igniting and sustaining positive change that leads to health and well-being around the world. We strive for a respectful, collaborative, diverse, and inclusive community within our School of Public Health. We aim to promote justice, human rights, and equity within and across our local and global communities.

Objectives

This tool is designed as a self-assessment tool for SPH faculty, to help us all align our teaching with our commitment to advancing diversity, equity, inclusion, and justice. The tool is designed to identify areas of strength and opportunities for growth. It is non-evaluative, meant to act as a guide for faculty.

Process

To come.

Diversity, Equity, Inclusion, and Justice Syllabus Assessment

Course Number and Title:

Course Format (e.g. in person, online):

Course Instructor:

Dimensions of DEI/J

Please complete the assessment below. The assessment asks you to consider eight dimensions of diversity, equity, inclusion, and justice and reflect on the presence or incorporation of these dimensions into your syllabus, classroom, or teaching methods. Please provide examples as well as an assessment, using the categories provided below.

Assessment categories:

- 1 – Dimension is not covered
- 2 – Dimension is addressed occasionally
- 3 – Dimension is addressed thoroughly

Dimension	Statements to consider	Examples in syllabus or teaching	Assessment
1. Inclusion of perspectives (Examples: guest speakers, readings, data sets, case studies)	My course content/materials represent a variety of perspectives and viewpoints. My course content/materials are written and/or created by people from different perspectives and identities.		
2. Accessibility (Examples: captioning, free online readings or other course materials, logistics of group work)	My course content/materials are accessible to all students, including those with disabilities.		
3. Critical engagement (Examples: explicitly calling out racism (and other “isms”) and its implications)	My course content/materials critically engages with the effects of current and historical oppression on health inequities.		
4. Diverse pedagogical teaching techniques (Examples: Using multiple teaching modes)	Diverse pedagogical choices are utilized to teach my course (i.e., lecture, problem-based learning, simulations, debate, etc.).		
5. Respect for student needs	I make accommodations (i.e., for exams, quizzes, assignment due dates) for those who observe religious holidays. If required, the purpose of the attendance and class participation policies and processes for implementation are clearly articulated.		
6. Respect for identity (Examples: name tents, surveys)	I provide opportunities for my students to indicate the pronunciation or phonetic spelling of their name. I provide a space for my students to indicate preferred names/pronouns.		

7. Attention to language	I avoid the general use of male pronouns. I avoid cultural phrasing that does not translate from English easily.		
8. Facilitating discussion of different perspectives	I am prepared to handle differences of opinion/thinking/positionality in the classroom. I have guidelines/ground rules for course discussions with student participation (i.e., engaging in respectful disagreement without attacking individuals; making it clear that no student speaks for all other people who share a characteristic with them). I am comfortable providing an environment for discussion of personal and academic topics related to race, ethnicity, gender, gender identity, religion, sexual orientation, socioeconomic status, ability/disability, nationality, and other dimensions of diversity.		

Please reflect on the following for this course:

1. After completing this form, what changes could you see making to the course?
2. The Diversity, Equity, Inclusion, and Justice Committee will use these reviews to inform decisions about trainings and resources that would be of use for our faculty. Are there areas identified above in which you would like support or areas where you would be comfortable sharing your expertise?

APPENDIX

Helpful references

1. Gurin, P., Day, E. L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 7(3), 330–366.
2. Ladson-Billings, G. (2009). Foreword. In M. L. Hill (Eds.), *Beats, rhymes, and classroom life: Hip-hop pedagogy and the politics of identity* (pp. vii–x). New York, NY: Teachers College Press.
3. Phillips, K. W. (2014). How diversity makes us smarter. *Scientific American*.
4. Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of teacher education*, 53(2), 106-116.
5. Ladson-Billings, G. (1995a). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice*, 34, 159–165.
6. Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.
7. Day, L., & Beard, K. V. (2019). Meaningful inclusion of diverse voices: The case for culturally responsive teaching in nursing education. *Journal of Professional Nursing*, 35(4), 2

Adapted from Resources Developed By:

- University of Utah Center for Teaching & Learning Excellence: <https://ctle.utah.edu/inclusiveteaching/syllabus.php>
- Cornell University Center for Teaching Innovation: <https://teaching.cornell.edu/resource/incorporating-diversity>
- The University of Kansas Center for Teaching Excellence: <https://cte.ku.edu/creating-inclusive-syllabus>
- Tufts University Center for the Enhancement of Learning and Teaching: <https://provost.tufts.edu/celt/the-syllabus-as-a-tool-for-setting-the-climate/>
- University of Denver Office of Teaching & Learning: <https://www.du.edu/facsen/media/documents/iesyllabuschecklist.pdf>
- University of Washington Center for Teaching and Learning: <https://www.washington.edu/teaching/topics/inclusive-teaching/>
- Yale University Poorvu Center for Teaching and Learning: <https://poorvucenter.yale.edu/FacultyResources/Diversity-Inclusion>

Diversity Through Course Content and Materials

Our courses should represent diverse people and perspectives through course content and materials. Doing so helps all students to imagine themselves within various learning scenarios and prepare them to be public health leaders in a world full of diverse people and perspectives. Course content and materials may include, but is not limited, to the following:

- Assignments (e.g., papers) and Assessments (e.g., exams) Examples
 - Use diverse names and socio-cultural contexts in test questions, data sets, and/or assessments.
- Guest Speakers Examples
 - Guest speakers represent a diverse range of views and perspectives.
 - Guest speakers represent diverse backgrounds (e.g., community members, people of color, women, LGBTQ2IA individuals).
- Lectures, Slides, Videos and/or Examples
 - Diverse names (e.g., double surnames) and socio-cultural contexts in examples
 - Diverse examples to illustrate concepts with a range of domains of information
 - Avoiding references that are likely to be unfamiliar to some students based on their backgrounds (e.g., citing U.S. American pop culture in a class with many international students, use of idioms and slang, etc.)
 - Teaching the conflicts/controversy around equity in the field to incorporate diverse perspectives
 - Using language inclusive of gender and sexual diversity (e.g., use of gender-neutral pronouns like they, them, their).
 - Review course materials to ensure use of non-stigmatizing and non-biased language [e.g., crosswalk with the CDC Health Equity Style Guide).
- Readings, Textbooks, and/or other Assigned Books Examples
 - Authors of readings
 - Readings deliberately reflect the diversity (e.g., gender, ethnicity, and race) of contributors to the field (e.g., first author and senior author).
 - Readings emphasize a range of ideas and backgrounds of experts who have contributed to the field.
 - Readings about a community or geographical region includes authors from that region.
 - Readings deliberately reflect the diversity (gender, race, sexual orientation, etc.) of target populations and settings (e.g., rural, reservation, homogenous ethnic, religious community, etc.) throughout the United States and/or world.
- Syllabus Examples
 - Diversity, equity, inclusion, and justice statements within the syllabus
 - Deliberately choose and present course materials so as to prioritize universal accessibility and the diverse learning styles of our student body.
 - Deliberately choose and present course materials with a range of student financial resources in mind (e.g., purchasing required textbook).
 - Include authors full names, not just initials in citations. This can help emphasize gender diversity or assumptions about authorship
 - Review syllabus to ensure use of non-stigmatizing and non-biased language (e.g., crosswalk with the CDC Health Equity Style Guide).
- Visuals/Images used within course Examples
 - Visuals used do not reinforce stereotypes, but include diverse people or perspectives or are neutral (e.g. stick figures or cartoons).