A.I.M. FOR DIVERSITY

AFFIRMATION   **INTENTIONALITY**   **MANAGEMENT**

Affirm – **Affirm who is in your space (office/classroom/program)!**

- It is important to affirm all students in your space. It is one of the first steps to acknowledging the diversity that exists and helping students to feel comfortable.
- Affirmation can be done in a variety of ways but a simple activity includes having students introduce themselves, share an artifact that describes who they are culturally, or learning the correctly pronunciation of names.
- Be aware of your own background and realize your story so that you can share key elements to enhance the climate in your space.

Intend – **Intend to incorporate various elements of diversity in your curriculum or program!**

- Being intentional in diversifying your curriculum/program can be challenging especially when you are starting from square one. Ask the question, who does my program include/exclude?
- Do not be blinded by the notion that there are no other contributors beyond who you know exists in the text or key authors.
- Commit to researching other perspectives or at least acknowledge the lack of diverse contributions in the materials you are using.

Manage – **Manage the cultural climate of your class/program and how diversity is valued**

- Pay attention to how students interact with each other and with you.
- Address potential challenges/concerns right away (bias, microaggressive behaviors)
- Continually acknowledge the value of all opinions/contributions

Discussion questions:

What types of strategies have you used to infuse diversity in your curriculum/program or work?

What new initiatives, strategies, or collaborations could you implement in support of a diverse curriculum/program or work?

What evidence would you look for to know you have been successful?

The look of a diverse curriculum: *(one perspective)*

Cohn and Mullenix (2007) describe a diversity rich curriculum as one that:

1. Includes other voices
2. Communicates interconnectedness
3. Values diversity and equity
4. Promotes transformative thinking

Resources

Banks, J. (1995). Multicultural education: historical development, dimensions, and practice. In J. B. Banks (Ed.), *Handbook of research on multicultural education* (pp. 3-24). New York, New York: Macmillan Publishing.

Carr, J. F. (2007). Diversity and disciplinary practices. In J. Branche, J. Mullennix, & E. Cohn (Eds.), *Diversity across the curriculum: A guide for faculty in higher education* (pp. 30-37). Bolton, Massachusetts: Anker Publishing.

Cohn, E., & Mullenix, J. (2007). Diversity as an integral component of college curriculum. In J. Branche, J. Mullennix, & E. Cohn (Eds.), *Diversity across the curriculum: A guide for faculty in higher education* (pp. 11-17). Bolton, Massachusetts: Anker.

Cuyjet, M.J., Linder, C., Howard-Hamilton, M.F., & Cooper, D.L. (Eds). (2016. *Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion.* Sterling, Virginia: Stylus.

Goodman, D.J. (2011). *Promoting diversity & social justice: Educating people from privileged groups* (2nd edition). New York, NY: Routledge.

Marchesani, L. S., & Adams, M. (1992). Dynamics of diversity in the teaching-learning process: A faculty development model for analysis and action. In M. Adams (Ed.), *Promoting diversity in college classrooms* (Vol. 52).

Pope, R.L., Reynolds, A.L., & Mueller, J.A. (2019). *Multicultural competence in student Affairs: Advancing social justice and inclusion* (2nd edition). San Francisco: Jossey-Bass.

Quaye, S.J. & Harper, S.R. (Eds). (2015). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. New York, NY: Routledge.

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