

A.I.M. for Diversity in the Classroom!

Affirm, Intend, Manage

Affirm – Affirm who they are!

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

Intend – Intend to incorporate various elements of diversity in your curriculum

- Being intentional in diversifying your curriculum can be challenging especially when you are starting from square one.
- Don't 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 contribution.

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

- Pay attention to how students interact with each other
- Address potential challenges/concerns right away
- Continually acknowledge the value of all opinions/contributions

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

Things to consider

- What types of strategies have you used to infuse diversity in your curriculum or work?
- What new initiatives, strategies, or collaborations could you implement in support of a diverse curriculum or work?
- What evidence would you look for to know you have been successful?

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.
- 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).