



## Social Justice Initiative: Eradicating Racism and Promoting Social Justice

### Curriculum—Infusing Diversity, Equity, Inclusion and Social Justice Into Existing Courses/Curriculum

#### Campus Recommendations and Action Plan

##### **Committee Co Leads:**

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**Committee Description:** *The Chronicle of Higher Education* (7/20/2020) reported that a clarion call from students is to “Diversify the Curriculum.” At the same time, scholarship regarding diversifying the curriculum has moved away from suggestions of “tag on” content or “add-

on” courses, to reviewing and transforming existing curriculum, essentially broadening the knowledge base for all. The primary goal of this workgroup is to

- (1) identify/develop actionable frameworks for diversity, equity, inclusion and social justice **High Impact/High Cost & Effort**
- (2) identify/develop critical curriculum review questions and protocols **High Impact/High Cost & Effort**
- (3) integrate culture and climate as supports to curriculum content, methods, and teaching and learning **High Impact/Low Cost & Effort**
- (4) accumulate and disseminate models for curriculum self-assessment, program planning, and continuous improvement **High Impact/High Cost & Effort**

**Introduction to the Report:** This report presents an actionable plan to address the four areas identified above relating to existing curriculum. Alongside these step-by-step recommendations, we note the following overarching concerns and ideals that guided our deliberations:

- (1) There is a persistent risk in any effort to address the subject of racism, for specific considerations of race and racism to become slowly decentered in favor of more general considerations about inclusivity and diversity. We think curriculum is no exception, and thus urge vigilance in guarding against this drift.
- (2) It is imperative that the final plan the university adopts will not be a one-off effort. Considerable skepticism exists that the current Eradicating Racism initiative will not be structured or supported in a way that ensures its longevity and salience in the presidential administrative agenda. The curriculum plan we are offering thus stresses the goal of continuous improvement.
- (3) For our recommendations to succeed, there must be wide buy in from faculty, instructors, and administrators. Action must proceed from the “ground up,” so to speak, with both individual instructors and individual units working through the steps of the plan, adjusting the recommendations in relevant ways to maximize their applicability to the curriculum content in question. At the same time, it is imperative that no area of the curriculum is excluded. It is the nature of race oppression for it to find ways to operate invisibly, and in turn to produce conceptual spaces that are mistakenly judged to be “race neutral” and therefore deemed inconsequential.
- (4) Related to the last point, the plan we are recommending can only succeed in tandem with widespread structural university support. Many of our recommendations overlap with goals and issues being addressed by other committees in the Eradicating Racism initiative, especially those related to developing an anti-racist climate and culture on our campus. But also, some of our recommendations depend on readily available resources, such as: (A) regular workshops to help develop the cultural competence of faculty and instructors on the subjects of race and racism; (B) faculty in leadership roles being able and willing to conduct such workshops; (C) support for the time and labor it will take instructors to carry out curriculum redesign and/or reconceptualization specifically focused on an anti-racist agenda. To this end, and in addition to the action plan that follows, we recommend that the university:

- I. Establish funding to support the time and labor instructors will require to redesign and/or reconceptualize curriculum. This could be modeled on current programs to fund summer effort for curriculum design, or new course design/reconceptualize (e.g. just like creating a new M50 course).
  - II. Establish funding to incentivize faculty and instructors to enroll in cultural competency workshops focused on race and racism, designing anti-racist syllabi, and developing skills and appropriate dispositions for facilitating anti-racist classroom discussion. This funding could be modeled on recent university-supported training for designing and managing online learning, which the university offered in the summer of 2020 to address instructional learning challenges related to virtual learning during the COVID pandemic. Similar to learning effective on-line instructional skills, learning how to develop anti-racist curriculum and instructional skills should be treated as essential.
  - III. Establish a formal method of compensating and recognizing anti-racist leadership roles. Our plan recommends that individual units designate faculty members to serve as ambassadors to the Eradicating Racism initiative, who will help to guide their units through the relevant action phases (see below) and who will be responsible for reporting results. It is imperative that this service not be saddled on top of existing responsibilities without compensation. This would not only produce insipid results, but also inevitably harm currently marginalized members of our community, who would likely get tasked with this unrewarded and unrecognized professional and personal labor. Instead, those in leadership roles should be compensated either monetarily (e.g. summer salary) or in time (e.g. course releases).
5. Our recommendations are divided into three “Phases”, understood roughly as follows:
- **Phase 1** is a “discovery” stage, wherein units and instructors self-assess existing practices, engage in rethinking and revising discussions, research existing models and examples relevant to their area, and assignment of leadership roles.
  - **Phase 2** is a redesign and trial stage, wherein concrete actions are planned, new practices are piloted, examples of new methods are contextualized, etc.
  - **Phase 3** is an implementation and reporting stage, wherein the Phase 2 plans and pilot programs/new course content/protocols are implemented formally and more broadly. This Phase should also include the development of strategies for continuous improvement and reporting on all 3 phases to Deans or other relevant administrators of the Eradicating Racism initiative.
6. Our committee plans to supplement this preliminary report with an Appendix that includes examples of some of the action step recommendations, such as syllabi statements of anti-racist curriculum commitments, self-assessment questions for instructors, new SETE question, etc.

University of Memphis Eradicating Racism Initiative  
 Recommendations for Campus-Wide

Curriculum—Infusing Diversity, Equity, Inclusion and Social Justice Into Existing Courses/Curriculum

<b>Goal 1: Identify /Develop Actionable Frameworks for Diversity, Equity, Inclusion and Social Justice</b>						
<b>High Impact/High Cost &amp; Effort</b>						
Recommendations, Strategies & Benchmarks	Phase 1	Evidence	Phase 2	Evidence	Phase 3	Evidence
All existing <i>Major Core/Required Courses in Programs/Curriculum</i> should be reviewed and revised to assure they address how racial inequities are relevant in and to the discipline (e.g., knowledge, impact on society, connections to racism)	Design & engage in deliberative, focused reviews of the Curriculum Core academic & disciplines	Structured planning; Action Plans; Discipline Review Models & Records	Complete the revisions to the major core program, & curriculum & syllabi	Redesigned and redeveloped major core descriptions and syllabi with relevant course materials	Implement and deliver revised major core curriculum	Data collection to determine and monitor faculty and student responses to revisions and academic impact
All existing <i>Program Major Concentrations</i> should be reviewed and revised to assure they acknowledge and address how racial inequities impact the discipline in content, roles in inequities, power dynamics	Design & engage in deliberative, focused reviews of the Major concentration	Structured planning; Action Plans; Discipline Review Models & Records	Complete the revisions to the major concentration program, curriculum & syllabi	Redesigned and redeveloped program major concentration descriptions and syllabi with relevant materials	Implement & deliver revised major concentration curriculum	Data collected & reported to determine & monitor faculty & student responses to revisions & academic impact
Course syllabi should be revised to include a diversity statement and how the course addresses issues of systemic racism, inequities, inclusion and diversity	Discussion & development of a statement for the unit	The final statements	Integration of statements into program, curriculum & syllabi	Revised program, curriculum & syllabi	Use of the statement on syllabi	Data from annual reviews of syllabi

Review and revise <i>Course Projects and/or Assignment</i> to assure that students engage with race, racism inclusion, diversity and social justice	Discussion & development of ways to revise course projects & assignments	A compilation of & sharing of projects & assignments	Integration of the projects & assignments in syllabi	Revised program syllabi	Use of the revised course projects & assignments in courses	Data collected & reported to determine & monitor faculty & student responses to revisions & academic impact
Existing programs, majors, concentrations should be reviewed to identify the perspectives shaping them and assure that any gaps, inaccurate representations, and absence of diversity and inclusion are addressed.	Collaborative planning to establish & operate regular review processes	Review Procedures & Plans	Pilot of review process	Data from pilot implementation	Full implementation of review process	Systematic review of implementation and key learnings for continuous improvement

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<b>Goal 2: Identify/Develop Critical Curriculum Review Questions and Protocols</b>						
<b>High Impact/High Cost &amp; Effort</b>						
Recommendations, Strategies & Benchmarks	Phase 1	Evidence	Phase 2	Evidence	Phase 3	Evidence
<p>The <i>Major Core/Required Courses in all existing Programs, Curriculum, and Courses</i> should be self-assessed now and regularly for:</p> <ul style="list-style-type: none"> <li>--The dominance of one race</li> <li>--The exclusion of historically underrepresented and marginalized racial groups</li> <li>--Ways to seamlessly include historically underrepresented, underserved and marginalized racial groups</li> <li>--Inclusion of historically underrepresented, underserved and marginalized racial groups in required readings</li> <li>--Accurate course titles and descriptions that identify the diversity, inclusion, inequities, and racism included in the disciplinary content</li> </ul>	<p>Design &amp; engage in deliberative, focused reviews</p>	<p>Structured planning, Action Plans, &amp; documentation of responses to the self-assessment questions</p>	<p>Pilot &amp; study the self-assessment review process</p>	<p>Data collected, reviewed &amp; reported from pilot</p>	<p>Full integration of review process on a regular schedule</p>	<p>Data collected &amp; reported from regular reviews to inform &amp; address systematic review &amp; improvement</p>

<p>--Assure that all students will explore how diversity, racism, equity, inclusion and social justice are essential to, represented in, researched, and taught the academic discipline</p> <p>--Eliminate any racial stereotypes and marginalizing content from the major core courses and programs</p> <p>--Assure racial diversity of authors, scholars and voices in courses, curriculum, and disciplines</p> <p>--Include a anti-racism statement on all major core materials that demonstrates an active stance against racism and discrimination</p>						
<p>The <i>Major Concentrations/Curriculum</i> in all existing <i>Programs</i> should be self-assessed now and regularly for:</p> <p>--The dominance of one race, voice, perspective, experience &amp; reality</p> <p>--The exclusion of historically underrepresented and marginalized racial groups</p> <p>--Ways to seamlessly include historically underrepresented and marginalized racial groups</p> <p>--Inclusion of historically underrepresented and marginalized racial groups in required readings</p> <p>--Accurate course titles and descriptions that identify the diversity, inclusion, inequities, and</p>	<p>Design &amp; engage in deliberative &amp; focused reviews</p>	<p>Structured, planning, Action Plans &amp; documentation</p>	<p>Pilot &amp; study the self-assessment review process</p>	<p>Data collected, reviewed &amp; reported from pilot</p>	<p>Full integration of the review process on a regular schedule</p>	<p>Data collected &amp; reported from regular reviews to inform &amp; address systematic review &amp; improvement</p>

<p>racism included in the disciplinary content</p> <p>--Assure that all students will explore how diversity, racism, equity, inclusion and social justice are essential to, represented in, researched, and taught the academic discipline</p> <p>--Eliminate any racial stereotypes and marginalizing content from concentrations and curricula</p> <p>--Include a anti-racism statement on all major concentration materials that demonstrates an active stance against racism and discrimination</p>						
<p>Self-Assess and revise the <i>Course Projects and/or Assignments</i> for:</p> <p>--Assure assignments and learning experiences/expectations in required courses engage students in critically examining issues of racial inequity and/or social justice</p> <p>--Assure students are required to collaborate and engage with students from historically underrepresented races in meaningful ways</p> <p>--Assure that students are required to consider diverse perspectives, experiences, &amp; realities from different racial groups in required courses</p> <p>--Allow students to use various types of expression to demonstrate their learning</p>	<p>Design &amp; engage in deliberative &amp; focused reviews</p>	<p>Structured planning, Action Plans &amp; documentation</p>	<p>Pilot &amp; study the self-assessment review process</p>	<p>Data collected, reviewed &amp; reported from pilot</p>	<p>Full integration of the review process on a regular schedule</p>	<p>Data collected &amp; reported from regular reviews to inform &amp; address systematic review &amp; improvement</p>



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<b>Goal 3: Integrate Culture &amp; Climate as Supports to Curriculum Content, Methods, and Teaching and Learning</b>						
<b>High Impact/Low Cost &amp; Effort</b>						
Recommendations, Strategies & Benchmarks	Phase 1	Evidence	Phase 2	Evidence	Phase 3	Evidence
<p>All Colleges, Departments, Programs should create and maintain a teaching and learning culture and climate that:</p> <ul style="list-style-type: none"> <li>--Allows students to express grievances with learning materials</li> <li>--Provides an anonymous method for students to raise racial concerns</li> <li>--Develops faculty to be responsive to students or seeks support for students during racial incidents/unrest (e.g., support personal, identity, cultural concerns)</li> <li>--Establishes and operationalizes culturally competent teams to address racial concerns that arise</li> <li>-- Identifies culturally competent teams to support faculty in their growth to become culturally competent</li> <li>--Develops and implements professional development plans to increase the racial and cultural competence of faculty and staff that</li> </ul>	<p>Design &amp; engage in deliberative &amp; focused review of the culture &amp; climate</p>	<p>Selection or design of culture &amp; climate instruments &amp; procedures</p>	<p>Pilot &amp; study the culture &amp; climate instrument &amp; procedures</p>	<p>Data collected, reviewed &amp; reported from pilot</p>	<p>Data collected, reviewed &amp; reported from pilot</p>	<p>Data collected &amp; reported from regular reviews to inform &amp; address systematic review &amp; improvement</p>

<p>goes beyond ideas to include implementation of promising practices and accountability</p> <p>--Establishes and practices protocols for conversations and behaviors to support racial dialogue and interactions</p>						
<p>Assesses the climate and culture to assure racially underrepresented, underserved and marginalized students are affirmed, empowered, safe and valued</p>	<p>Design &amp; engage in deliberative, focused reviews of the climate &amp; culture specific to underrepresented &amp; marginalized students</p>	<p>Structured planning; Action Plans; Model(s) to pilot assessing the culture &amp; climate</p>	<p>Pilot &amp; study the model(s)</p>	<p>Data collected, reviewed &amp; reported from pilot</p>	<p>Full integration of the review process on a regular schedule</p>	<p>Data collected &amp; reported from regular reviews to inform &amp; address systematic review &amp; improvement</p>
<p>Institute a regular strategy to assess, deliberate and share practices that address issues of race, diversity, equity and inclusion and their impact on the climate and culture</p>	<p>Review, assess &amp; identify plans using data from all pilots</p>	<p>Revised &amp; updated review processes &amp; procedures</p>	<p>Reflection on the review process throughout implementation</p>	<p>Revised practices and procedures</p>	<p>Full integration of the review process on a regular schedule</p>	<p>Data collected &amp; reported from regular reviews to inform &amp; address systematic review &amp; improvement</p>

## University of Memphis Eradicating Racism Initiative

### Recommendations for Campus-Wide

#### Curriculum—Infusing Diversity, Equity, Inclusion and Social Justice Into Existing Courses/Curriculum

<b>Goal 4: Accumulate &amp; Disseminate Models for Curriculum Self-Assessment, Program Planning, and Continuous Improvement</b>						
High Impact/High Cost & Effort						
Recommendations, Strategies & Benchmarks	Phase 1	Evidence	Phase 2	Evidence	Phase 3	Evidence
<p>The University, Colleges, Departments and Programs should:</p> <ul style="list-style-type: none"> <li>--Assure racial diversity within the faculty</li> <li>--Support faculty bias and racial equity training and support for faculty and staff</li> <li>--Select and utilize a culturally competent consulting team to address racial concerns in Colleges, Departments and Programs to offer prevention and intervention supports</li> <li>--Create and provide a mechanism for faculty and staff to identify and raise racial concerns that do not need to be elevated to OIE levels (e.g., forum, faculty/department</li> </ul>	<p>Design &amp; engage in deliberative &amp; focused reviews, planning &amp; decision making</p>	<p>Structured planning; Action Plans; Models &amp; decision making records/minutes</p>	<p>Pilots of strategies &amp; development of various learning groups &amp; approaches for faculty &amp; staff</p>	<p>Data and produces produced through the various learning collaborations and pilots</p>	<p>Full implementation of a campus-wide strategic process for improvement</p>	<p>Regular data collected. reviewed &amp; reported to monitor &amp; improve curriculum infusion</p>

<p>meetings, critical conversations, racial equity reviews)</p> <ul style="list-style-type: none"> <li>-Support Colleges, Departments &amp; Programs in methods &amp; protocols to facilitate racial dialogue, interactions &amp; planning</li> <li>--Assure that all programs, departments, and colleges systematically identify, collect and report data related to a set of outcomes that address race, diversity, equity and inclusion</li> <li>--Make regular follow-up and progress reports regarding any interventions, growth, and impacts on the culture and climate, and curriculum, teaching and learning</li> <li>--Re-assess SETE assessments and data to include questions that address race, diversity, equity and inclusion</li> <li>--Monitor and assess the impact of race on faculty promotion and tenure processes and outcomes</li> <li>--Engage with Faculty Senate to support improving the accountability to eradicate racism in curriculum, courses, programs and teaching</li> <li>--Include leadership designs to assure implementation of all recommendations</li> </ul>						
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