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<https://commons.pratt.edu/intcurriculum/faculty-dei-self-assessment-questionnaire/>

Faculty DEI Self Assessment Questionnaire

The following questions are for course coordinators and faculty in the development, progress, assessment, and reflection of Diversity, Equity, and Inclusion (DEI) in teaching methodologies, pedagogy, content, and interactive structures. The questions are meant to inspire thoughtful reflection and productive thinking into the practice and pursuit of education as an open and evolving discipline.

Course Planning

(Coordinators in discussion with Course Instructors)

SYLLABUS

1. LEARNING STRUCTURES

2. RELEVANCE AND RELATABILITY

ASSIGNMENTS

3. DIVERSE STUDENT PERSPECTIVES

4. DIVERSE APPROACHES TO ASSIGNMENTS

5. DIVERGENT THINKING

6. REPRESENTATION

7. LANGUAGE

8. FEEDBACK

GRADING

9. ASSESSMENTS

SCHEDULE

10. FLEXIBILITY/ADAPTATION

11. PACE

READINGS AND LECTURES

12. PERSPECTIVES

13. POWER

Course Delivery, Accessibility, and Discussions

(Course Instructors)

14. INTERACTION PATTERNS AND SHARED TEACHING

15. ENGAGEMENT

The following are suggested guidelines related to the above categories for faculty course self assessment:

1. LEARNING STRUCTURES

To what extent do teaching activities meet the needs of diverse learners, diverse learning styles, diverse ways of processing information, diverse performative styles?

Examples: Experiential learning, collaborative group work, individual activities, peer teaching/editing/sharing, one-on-one instructor time.

2. RELEVANCE AND RELATABILITY

How relevant is the course subject matter to contexts beyond the classroom and contemporary society?

How can students connect course topics to personal experience and current events and issues? Does this course reflect different ways of being in the world that correspond to a variety of cultures, races, classes, genders, abilities, and other pluralities of identity?

3. DIVERSE STUDENT PERSPECTIVES

Are students able or encouraged to express diverse cultural viewpoints through course work and discussions?

4. DIVERSE APPROACHES TO ASSIGNMENTS

To what degree do assignments allow for a range of acceptable demonstrations of knowledge acquisition that acknowledges diverse learners?

5. DIVERGENT THINKING

Do assignments recognize diversity in thought, processes, and aesthetics?

Is the course employing a range of approaches to processes of working that address diverse/different ways of thinking?

Are you considering a range of thinking and learning approaches in the discussion of course concepts and application through assignments and projects (ie. summary, evaluation, application, analysis, synthesis, etc.)?

Do assignments/projects interrogate the canon as a “neutral baseline” of design in artifacts and subject matter?

6. REPRESENTATION

Do assignments encourage diverse representation of people in drawings, renderings, and other media? (race, gender, diverse embodiments and abilities)

7. LANGUAGE

Do spoken and written languages reflect non-biased and non-dominant perspectives?

Do assignments, syllabi, lectures, and other course material reflect pluralistic and non-assumptive perspectives (for instance, in use of pronouns)?

Do class discussions incorporate and encourage the use of inclusive language?

Are forms of communication accessible and able to accommodate different needs (for example, sensory impairments)?

8. FEEDBACK

Do assignments/course activities support multimodal feedback and provide opportunities for students to respond?

9. ASSESSMENTS

Is divergent, creative thinking rewarded or do assessments require students to conform to common norms?

Do assessments recognize diversity in thought, processes, and aesthetics?

10. FLEXIBILITY/ADAPTATION

How much flexibility is there in the course design to modify and adjust to meet the learning opportunities that arise in response to students' needs?

Are faculty aware of and have opportunities to implement these changes?

11. PACE

To what extent does the pace of the course content allow for multiple processing speeds?

How does the course build in review and reflection of concepts and assignments?

How does the course build in edition and iteration of course work?

12. PERSPECTIVES

To what extent do readings and references provide a broad and diverse spectrum of perspectives and variety of voices on topics?

Do readings and references consider intersectionalities—such as race, ethnicity, gender, sexual orientation, class, ability and disability, and age—as well as opportunities to explore indigenous knowledge and non-dominant ways of knowing, doing, and thinking?

Are these perspectives represented by a variety of authors and types of work in the course bibliography and lecture content reflecting diverse historical and theoretical perspectives?

Do readings offer exposure to a variety of space-making practices and of built environments?

Are students encouraged to consider references and integrate strategies that address diverse identities?

13. POWER

Does your course discuss systems of power and access to knowledge and resources by a variety of communities?

14. INTERACTION, PATTERNS, AND SHARED TEACHING

How is the social structure and hierarchy of the classroom being considered in the processes of learning?

Is learning happening solely in a one-directional structure provided by the instructor?

Do students have a role or responsibility in their own and their classmates' learning?

Are learning activities happening where students cooperatively learn together?

Are learning activities happening where students are leading and educating others?

Are learning activities happening that are self-guided and self-disciplined? How do students contribute to the teaching?

15. ENGAGEMENT

To what extent do you encourage students to interact with you and with each other?

How are you defining your availability in and out of class on the syllabus?

How are you stating means of contact and structures of meeting outside of class on the syllabus?