University of Washington
College of Arts & Sciences

Curriculum Transformation Project

Building Diversity Into Your Teaching Portfolio

The University of Washington and the College of Arts & Sciences place special emphasis on preparing students to live and work in a multicultural society. This brochure has been developed to help teaching assistants acquire the knowledge and skills necessary to contribute to this mission. It offers assessment questions and resources about student diversity, teaching approaches, and multicultural content based on the experiences of UW faculty who have participated in seminars and institutes sponsored by the Curriculum Transformation Project over the past decade.

The brochure also includes campus resources for assistance in developing a teaching portfolio. Graduate students preparing for teaching careers have found it helpful to enter the job market with a portfolio that demonstrates their teaching philosophy, classroom experience and their ability to work effectively with a diverse population of students. Likewise, graduate students preparing for careers in other sectors find it helpful to demonstrate their diversity competencies to employers who increasingly look for these skills when hiring.

Suggestions for getting started are found on the back page, including places on campus that assist graduate students with professional preparation. For more information, visit the Curriculum Transformation Project web site at http://depts. washington.edu/ctp, or contact Dr. Betty Schmitz, Director, Project Director, 206-685-8276, schmitz@ u.washington.edu.

SELF ASSESSMENT

Faculty members find that understanding how their teaching style is affected by their histories and experiences improves their effectiveness in the classroom.

Teaching Philosophy—What aspects of diversity can you incorporate into how you teach? How does a commitment to diversity influence why you teach? How has diversity affected your outlook and perspectives?

Assessment—How do you assess and demonstrate how effective you are in teaching all students? What are your strengths and weaknesses in using inclusive approaches?

Preparation—How do you prepare to teach in a diverse classroom? What three things can you do to make your classroom an inviting, challenging and inclusive place for all students?

Resources

Center for Instructional Development and Research. Resources for Understanding Yourself as an Instructor. http://depts.washington. edu/cidrweb/inclusive/resources/instructor.html.

Center for Instructional Development and Research. Developing a Teaching Portfolio. http://depts.washington.edu/cidrweb/PortfolioTools.htm

Harrington. J.W. *Teaching Portfolios: Introduction and Meta-guide.* http://faculty.washington.edu/jwh/599portfolios.html.

Rodriguez-Farrar, Hannelore B. *The Teaching Portfolio.* http://sheridan-center.stg.brown.edu/publications/TeachingPortfolio.shtml.

Seldin, Peter, and Associates. *Successful Uses of Teaching Portfolios*. Bolton, Mass.: Anker, 1993.

TEACHING METHODS

Faculty members have found that using teaching strategies designed to improve the learning of students from underrepresented populations improves the learning environment for all students.

Impact of Diversity on the Learning Environment—How do student and faculty diversity and curriculum content about diversity affect classroom dynamics? How are issues of classroom participation, testing, writing formats, and grading affected by students' backgrounds and diversity?

Creating Community in the Classroom—How can instructors create a community of inquiry in the classroom? What techniques are useful for encouraging collaboration? How can teachers foster effective peer interaction; deal with incidents of insensitivity, prejudice, or resistance in the classroom; encourage diverse perspectives and resolve conflict constructively?

Developing Critical Thinking Skills—
How do we teach students to think about complex and conflicting issues from different perspectives: to distinguish among facts, cultural assumptions, interpretations and opinions related to diversity; to analyze policies, practices and decisions for differential effects; to put their own ideas, choices, and experiences into social and historical context?

Resources

Center for Instructional Development and Research (CIDR). Strategies for Diversifying Your Teaching Style. http://depts.washington.edu/cidrweb/inclusive/strategies/diversify.html

Higginbotham, Elizabeth. "Getting All Students to Listen: Analyzing and Coping with Student Resistance." *American Behavioral Science* 40, 1 (November/December 1996), 203-211.

King, Patricia M., and Shuford, Bettina C. "A Multicultural View is a More Cognitively Complex View: Cognitive Development and Multicultural Education." *American Behavioral Science* 40, 1 (November/December 1996), 153-164.

Nelson, Craig E. "Student Diversity Requires Different Approaches to College Teaching, Even in Math and Science." *American Behavioral Science* 40, 1 (November/December 1996), 165-175.

Severino, Carol, Juan Guerra, and Butler, Johnnella. Eds. *Writing in Multicultural Settings*. New York: Modern Language Association, 1997.

University of Washington Disability Services Office. *Working Together: Faculty and Students with Disabilities.* http://www. washington.edu/doit. Print version, 206-685-DOIT (voice/TTY).

STUDENT DIVERSITY
Faculty members find that their goals and expectations for student learning are more attainable
when they take into account the backgrounds, expectations and characteristics of their students.

Student Demographics—What diverse backgrounds and perspectives will students bring to class? What strategies and activities help you to learn about your students, their needs, interests, talents and skills?

Students' Expectations and Attitudes about Diversity—How does diversity alter classroom dynamics and learning environments? What classroom activities are effective to learn about students' expectations and attitudes about diversity?

Student Identities—In what ways does identity matter to students, that is, when does difference make a difference? What clubs and organizations exist to support students of different backgrounds and perspectives?

Resources

UW Diversity Statistics. http://www.washington.edu/diversity/statistics

UW SOUL: Study of Undergraduate Learning. http://www. washington.edu/oea/soul.htm

Summary of UW Campus Climate Studies. http://depts. washington.edu/asccp/campusclimatestudies.htm.

Center for Instructional Development and Research (CIDR). Strategies for Supporting Student Success. http://depts. washington.edu/cidrweb/inclusive/strategies/support.html

Rosenblum, Karen E., and Travis, Toni-Michelle C. *The Meaning of Difference: American Constructions of Race, Sex and Gender, Social Class, and Sexual Orientation.* 2nd Ed. Boston: McGraw-Hill, 2000.

Tatum, Beverly Daniel. "Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom." *Harvard Educational Review,* 62, 1 (Spring 1992), 1-24.

COURSE CONTENT
The relevance of multicultural content for different disciplines varies considerably,
but faculty members in all fields have found the following topics important in their teaching.

New Scholarly Trends in the Disciplines—How does your discipline help prepare students to live and work in our diverse United States? What learning objectives have been defined? What debates exist related to diversity? How does your discipline create space for varying and/or conflicting experiences and world views?

Historical Contexts and Current Issues Affecting Racial/Ethnic and Other Groups in the US—What are the debates, politics and policies about diversity in U.S. society? What are their implications for your

discipline? How have the histories and experiences of diverse groups helped shape higher education and fields of study?

Transforming a Course—What are the steps in transforming a course to include new scholarship on race, gender, class, ethnicity, nation and nationhood, sexuality and disability? How do you select learning goals, materials and activities? What resources are available to assist you?

Resources

Department Reports on Diversity Learning Outcomes. http://depts. washington.edu/ctp/deptexamples.htm.

Banks, James A., and Banks, Cherry A. McGee. Eds. *Handbook of Research on Multicultural Education.* San Francisco: Jossey-Bass, 2001.

Center for Instructional Development and Research (CIDR). Strategies for Transforming the Curriculum. http://depts. washington.edu/cidrweb/inclusive/strategies/transform.html.

Morey, Ann, and Kitano, Margie. Eds. *Multicultural Course Transformation in Higher Education.* Needham Heights, MA: Allyn & Bacon, 1997.

Takaki, Ronald. *A Different Mirror: A History of Multicultural America.* Boston: Little, Brown, 1993.

Weber, Lynn, and Dillaway, Heather. *Understanding Race, Class, Gender, and Sexuality: Case Studies*. Boston: McGraw-Hill, 2002.

GETTING STARTED

There are many places on campus to assist you with building diversity into your teaching portfolio. Beyond your academic department, the Graduate School offers New TA Orientation each autumn quarter, which includes a session on diversity education. Regular workshops are offered by the Curriculum Transformation Project each quarter. Project staff are available to recommend resources or conduct sessions on diversity topics upon request.

The Center for Instructional Development and Research (CIDR) serves as a resource clearinghouse for addressing instructional issues and providing both instructional consultation and access to educational materials and services. CIDR is located in 396 Bagley Hall. For more information, call 206-543-6588, or visit their web site at http://depts.washington.edu/cidrweb.

The Graduate Opportunities and Minority Achievement Program (GO-MAP) sponsors professional development and networking events for graduate students. GO-MAP is located in 34 Communications. For more information, call 206-543-9016, or visit their web site at http://www.grad.washington.edu/gomap.

ACTION STEPS

♦ Assess your current knowledge, skills and dispositions related to diversity using online instruments at: http://depts.washington.edu/cidrweb/inclusive/resources/instructor.html

♦ Read one or more of the articles or books mentioned in this publication. All referenced materials are available for loan at the Curriculum Transformation Project Office, 123 Communications, 206-685-8276.

♦ Attend a workshop listed on the enclosed insert.

♦ Surf these web sites for guidelines for inclusive teaching: http://www.diversityweb.org, http://www.unc.edu/depts/ctl/tfitoc.html; http://depts.washington.edu/cidrweb/inclusive/.

- Develop a feedback questionnaire for your course that includes items about inclusive teaching. CIDR consultants can assist you. Call 206-543-6588.

- Participate in a listserv dedicated to discussing diversity, such as MOSAIC, Multicultural Organization for Students Actively Involved in Change. Subscribe by emailing uwmosaic@u.washington.edu.

- Discuss inclusive teaching strategies with colleagues in your department.

- Participate in activities sponsored by the UW Office of Minority Affairs, the Ethnic Cultural Center, and the Graduate Opportunities and Minority Achievement Program.

- Observe classes of faculty members who have transformed their courses. See http://depts.washington.edu/ctp/faculty.htm.

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